

Perspectives of the California community colleges historically Black colleges and universities
transfer guarantee program

by

Tynisha Nicole McGee

B.S., Texas College, 2001
M.B.A., Lawrence Technological University, 2015

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

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Department of Educational Leadership
College of Education

KANSAS STATE UNIVERSITY
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Abstract

The purpose of this study was to explore constituent perspectives of the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program. The researcher queried representatives from participating community colleges and Historically Black Colleges and Universities regarding their perspectives of the program. The California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program's goal is to educate students about additional transfer opportunities at these institutions and develop pathways that will ultimately increase baccalaureate degree attainment.

The conceptual framework guiding this study was the 2013 Hanover Research Report on *Strategies for Recruiting Community College Transfer Students*. In this seminal report, the 2013 Hanover Research Report on *Strategies for Recruiting Community College Transfer Students* presented best practices for recruiting and marketing to community college transfer students, including information on credit evaluation policies at several four-year institutions. A qualitative research method was used to conduct this study.

Three central research questions guided this study:

1. How do participants describe the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program in providing California Community College students additional transfer opportunities at HBCUs?
2. How do participants describe the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program in developing pathways to increase baccalaureate degree attainment?
3. How did participants' descriptions of the California Community Colleges

Historically Black Colleges and Universities Transfer Guarantee Program align with the recommended practices in the 2013 Hanover Research Report on *Strategies for Recruiting Community College Transfer Students?*

The findings from this study revealed that the participants described the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program as having streamlined the transfer process and expanded transfer options. The participant's description of the program emphasized the program's contribution to increasing degree attainment through streamlined pathways and support systems. The participants also expressed doubts about the program's effectiveness in addressing barriers to degree completion. The analysis of participants' descriptions of the transfer practices at participating institutions revealed alignment with the 2013 Hanover Research Report *on Strategies for Recruiting Community College Transfer Students*.

The researcher proposed several recommendations: conduct a quantitative study focusing on a larger population of participants, conduct training for counselors participating in the program, and further investigate baccalaureate degree attainment.

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Major Professor
Dr. Christine Johnson McPhail

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Dedication

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I vividly remember coming home from work and telling my grandmother, I had been accepted into the program. She was ecstatic about it.

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Chapter 1 - Introduction

Community colleges and Historically Black Colleges and Universities (HBCU/ HBCUs) serve a similar population of students, primarily first-generation college students, students who require financial assistance, underserved and underprepared students, and students from working and low-income families (Hughes, 2012; Lowry, 2017; McPhail, 2015).

According to Camardelle et al. (2022), in comparison to White students, African Americans showed lower transfer rates, which is particularly troublesome due to their proportionate representation in the community college sector. In community colleges, the risk factors impeding academic success, graduation, and transfers were more prevalent for Black students than White students (Lowry, 2017). While these statistics highlight some of the academic achievement issues faced by African Americans attending community colleges, they do not reveal the challenges African American students face when transferring from community colleges to HBCUs (Banks & Dohy, 2019).

A wide range of factors contributes to the low transfer rate of African American community college students to HBCUs. According to Bailey et al. (2015), only 40% of Black students enrolled in college graduated, compared to 61% of White students. O'Neal (2012) indicated that minority students withdrew from college at a much higher rate than White students, especially first-year students.

HBCUs represent only 3% of the nation's institutions of higher learning, and they graduate nearly 20% of African Americans enrolled in degree programs. In addition, they graduate more than 50% of African American professionals, public-school teachers, and most African American doctoral degree recipients. Similarly, community colleges enroll 52% of all African Americans in higher education; a large percentage of these students do not graduate or

transfer to a four-year college or university (McPhail, 2021). There are 1462 community colleges throughout the United States. One of the eight missions of community colleges is to help students transfer to a four-year university. Historically, the American community college has provided the primary gateway to higher education for minority student groups (Bailey & Morest, 2006). According to Dembicki (2022), data reveals that African American learners represent 13% of community colleges' enrollment. Black students also had the lowest transfer rates of any racial or ethnic group enrolled in community colleges between 2011 and 2017, and the problem appears to have worsened during the pandemic. The share of all community college students transferring to four-year universities has dropped 11.6 % since 2020, while the share of Black community college students transferring fell 14.2 % (Camardelle et al., 2022).

1.1 Background of the Study

When African American students are ready to transfer to a 4-year institution, they have a choice as to what type of 4-year institution they would like to attend: a predominately White institution (PWI/ PWIs) or a Historically Black College or University. According to a report by the U.S. Department of Education, Office of Planning, Evaluation, and Policy Development Office of the Under Secretary (United States Department of Education, 2016), the climate at many PWIs displayed more inclusiveness among White students compared to students of color. This climate was especially present if no commitment to diversity existed. Bailey et al. (2015) suggested that state policy reform should center around efforts to improve transfer students' success while enhancing student outcomes. However, meaningful reforms will likely be dependent upon colleges and universities changing practices, policies, and social and cultural environments. Since there is no standard variable for reporting student outcomes and tracking transfer students, reporting practices vary at each college (Jenkins & Fink, 2016).

Enrollment at some HBCUs is thriving and continues to climb for various reasons, including the political and racial tension in the United States (Gasman et al., 2007; Williams, 2018). Gasman et al. (2007) and Williams (2018) stated that HBCUs can use this time to increase enrollment by rethinking recruitment, empowering alums, and emphasizing a safe environment to accommodate students after accepting admissions. The Gasman et al. (2007) report is an exploration of the findings from the *United States v. Fordice*, 505 U.S.717 (1992). The *United States v. Fordice* examined the influx of White students on Black campuses. The Fordice case was decided in the United States Supreme Court in 1992, and the outcome of that case placed the spotlight on desegregation for those states that have historically maintained racially segregated systems of higher education. The influx of African Americans mentioned in the Gasman et al. (2007) study may have been a result of the desegregation provisions of the Fordice case, the low tuition at HBCUs, academic programming, or convenient location.

HBCUs produce some of the most successful African American students—large numbers within higher education. Research shows that the number of transfer students from community colleges to HBCUs is not tracked (Hawkins, 2013), much like when the government did not systematically collect racial and ethnic statistics on Black students who attended HBCUs vs. PWIs before 1968 (Anderson, 2017).

According to Bridges (2021), while HBCUs make up only 3% of the nation's colleges and universities in the United States, they enroll 10% of African American undergraduate students and over 20% of African American graduate students. However, during the transfer process, students faced several potential barriers at community colleges when attempting to access HBCUs' admission protocols. These barriers may account for the high number of community college students who never enroll in an HBCU. When engaged in the transfer

process, students experienced several notable transfer challenges, including the lack of meeting with an academic advisor, socioeconomic status, academic preparation, or institutional disparities in revenues and wealth (Jenkins & Fink, 2016). According to Jenkins and Fink (2016), a student's socioeconomic status makes a difference in success and ability to transfer. Higher-income students who enrolled at community colleges had more successful transfer experiences and completed degrees at higher rates than lower-income students.

Writing about efforts to stabilize enrollment, Gasman et al. (2018) wrote: “Many HBCUs have experienced significant financial strain and decided to actively reach out to new populations of students” (p. 3). Moreover, African American students seeking admission to HBCUs compete with students with the same risk factors; however, they did not compete with White students of more privilege and prestige. HBCUs' admission process typically identifies students' similarities instead of candidates' differences, as reflected in admission practices at PWIs (Gasman et al., 2018). Therefore, Black students may view the admission process as more problematic at PWIs than at HBCUs. Admission policies at PWIs focus on standardized tests, including ACT, SAT, and GRE, which may create cultural bias and barriers for African American students seeking admission. According to Bennett and Xie (2003), HBCUs have demonstrated the ability to retain and graduate Black students due to their long-term connections to the African American community. Many community college students experience a wide range of barriers that may impede goal attainment, such as delayed college due to financial constraints, having earned a GED instead of a traditional high school diploma, being a first-generation college student, and experiencing early parenthood. Hughes (2012) observed the transfer goals of community colleges and HBCUs as follows:

Community colleges and HBCUs often serve the same populations; however, the

historical purposes, policies, and practices of HBCUs often better prepare them to serve first-generation students. Although both HBCUs and community colleges have their origins within the same historical period, the forces that created each of these branches of higher education also created a divergence in how they operate. (p. 81)

Hughes (2012) also pointed out that successful partnerships between community colleges and four-year institutions can help tailor transfer advising, resulting in staff communicating the transfer process to incoming students and ensuring a successful transition to the university. In 2021, McPhail expanded Hughes' argument that community colleges and HBCUs should form partnerships. According to McPhail (2021), community colleges and HBCUs should unite to fight for equity in the educational attainment and outcomes of Black students. This study was designed to create a deeper understanding of the transfer connections between community colleges and HBCUs.

1.2 Statement of the Problem

HBCUs produce some of the most successful African American students—large numbers within higher education. Research shows that the number of transfer students from community colleges to HBCUs is not tracked (Hawkins, 2013), much like when the government did not systematically collect racial and ethnic statistics on black students who attended HBCUs vs. PWIs before 1968 (Anderson, 2017).

Bridges (2021) stated that while HBCUs make up only 3% of the nation's colleges and universities in the United States, they enroll 10% of African American undergraduate students and over 20% of African American graduate students. HBCUs represent 3% of the nation's institutions of higher learning, but they graduate nearly 20% of African Americans with degrees. In addition, they graduate more than 50% of African American professionals, public-school

teachers, and most African American doctoral degree recipients. Similarly, community colleges enroll 52% of all African Americans in higher education; many of these students do not graduate or transfer to a four-year college or university (McPhail, 2021). However, during the transfer process, students faced several potential barriers at the community college level when attempting to access HBCUs' admission protocols. These barriers may account for the significant number of community college students who do not enroll at an HBCU. When engaged in the transfer process, students experienced several notable transfer challenges, including the lack of meeting with an academic advisor, socioeconomic status, academic preparation, or institutional disparities in revenues and wealth. According to Jenkins & Fink (2016), a student's socioeconomic status makes a difference in success and the ability to transfer. Higher-income students who enrolled at community colleges had more successful transfer experiences and completed degrees at higher rates than lower-income students.

Research shows that many community college students lose a large number of course credits upon transferring to a four-year institution. The California Community Colleges (CCC/ CCCs) system transfers students seamlessly to public and private postsecondary systems within the state of California (California Community Colleges, 2019); however, for African American students who wanted to attend an HBCU, the procedures for exploring this opportunity remained unknown or unclear at the community college. The traditional articulation process focuses on course-to-course transfer. However, establishing a statewide articulation agreement simplifies the process by creating an equitable transfer pathway for all students, especially African American students. The Request for Applications 20-038 Historically Black Colleges and Universities Transfer Agreement Project of California Community Colleges Chancellor's Office (2021b) described the California Community Colleges Historically Black Colleges and

Universities Transfer Guarantee Program (HBCU Transfer Program). The objective of the HBCUs Transfer Program with the development of Transfer Guarantee Agreements was to facilitate a smooth transition for students from all CCC and HBCU partners. These agreements simplified the transfer process and reduced students' need to take additional courses, thereby reducing the time to degree completion with cost savings (California Community College, 2019). The HBCU Transfer Program was established for students, especially African Americans, provided essential opportunities to obtain a baccalaureate degree and save money. Five years after establishing the HBCUs Transfer Program, the number of participating HBCUs has increased from nine institutions to 38 institutions. The CCCs listed six vision for success goals in the 2020 State of the System Report:

- Goal 1 -Increase the number of students earning credentials by at least 20% (p.6)
- Goal 2- Increase the number of students who transfer by 35% (p. 8)
- Goal 3- Reduces average of units accumulated by students who completed degrees to 79 (p. 10)
- Goal 4- Increase the number of students who get jobs in their field of study to 76% (p.12)
- Goal 5- Reduce equity gaps among underrepresented students by 40% over five years and eliminate in 10 years (p. 14)
- Goal 6- Eliminate regional achievements gaps in 10 years (p. 16)

Three of the six vision for success goals aligned with the objectives of the HBCU Transfer Program:

1. Increase by 35% the number of transfers to a University of California (UC) or California State University (CSU).

2. Decrease the average number of units by community college students earning associate degrees.
3. Reduce equity gaps across all the above measures through improvements among traditionally underrepresented student groups. (California Community Colleges Chancellor's Office, 2021b, p. 5)

The students who have completed one of the CCCs transfer requirements will be afforded an opportunity at HBCUs with the following: guaranteed admissions, transferability of credit, general education requirements, catalog rights, student advising, housing, scholarship opportunities, and data tracking (California Community Colleges Chancellor's Office, 2021a). Collecting data and conducting research is necessary to understand the HBCU Transfer Program's outcomes. This investigation explored participant's perspectives of the program to generate data to inform efforts to ensure a smoother and clearer pathway for transfer students.

1.3 Purpose of the Study

The purpose of this study was to explore constituent perspectives of the California Community College Historically Black Colleges and Universities Transfer Guarantee Program. The researcher queried representatives from participating community colleges and HBCUs regarding their perspectives of the program. The California Community Colleges College Historically Black Colleges and Universities Transfer Guarantee Program's goal is to educate students about additional transfer opportunities at these institutions and develop pathways that will ultimately increase baccalaureate degree attainment.

1.4 Research Questions

Three central research questions guided this study:

1. How do participants describe the California Community Colleges Historically Black

Colleges and Universities Transfer Guarantee Program in providing California Community College students additional transfer opportunities at HBCUs?

2. How do participants describe the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program in developing pathways to increase baccalaureate degree attainment?
3. How did participants' descriptions of the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program align with the recommended practices in the 2013 Hanover Research Report *Strategies for Recruiting Community College Transfer Students*?

1.5 Conceptual Framework

The conceptual framework that guided this investigation was the 2013 Hanover Research Report *Strategies for Recruiting Community College Transfer Students* (Hanover Report). In this seminal report, Hanover Report presented best practices for recruiting and marketing to community college transfer students, including information on credit evaluation policies at several four-year institutions, such as the University of California, Los Angeles (UCLA), University of North Carolina, Chapel Hill (UNC-Chapel Hill) and University of Central Florida (UCF). The Hanover Report identified best practices those four-year institutions used to recruit community college students. Chapter two gives a detailed description of the Hanover Report.

There are few studies on recruiting community college transfer students to HBCUs. Hanover Report can assist HBCUs and other four-year institutions in recruiting community college transfer students. The research questions and the Hanover Report guided the development of the interview questions.

1.6 Significance of the Study

The findings from the study may serve as a guide for community college systems, community colleges, HBCUs, and HBCU practitioners to design programs to improve the transfer of community college students. The institutions may use the findings from the study to develop articulation agreements or Memorandums of Understanding (MOU) to facilitate a seamless transition between institutions. Community college practitioners may benefit from the study's findings by using the data to understand the impact of their general enrollment practices and the relationship of their student interests in attending an HBCU. HBCUs partnering with community colleges may use the findings from this study to enhance the matriculation of students who desire a four-year degree and to increase HBCUs' exposure and enrollment. The findings from the study may also be used by Black students who receive their foundation at a community college to be better prepared to succeed after transferring to an HBCU.

1.7 Delimitations

The study focused on an examination of the participants' perspectives of the HBCU Transfer Program to HBCUs. The HBCU Transfer Program was established in 2015. As of 2024, this agreement represented 116 CCCs and 38 participating HBCUs. The program partnership agreement selected for investigation represented the most extensive statewide system that entered into transfer agreements with HBCUs.

1.8 Limitations

The coronavirus restricted the researcher from accessing participants at their local institutions. Students and employees were engaged in different learning and teaching modalities that inhibited the researcher's capacity to retrieve data from the institutions.

1.9 Assumptions

The assumptions were that the study's participants from the CCCs and HBCUs answered the interview questions truthfully. The researcher also assumed that the participants had knowledge of the goals of the HBCU Transfer Program agreement.

1.10 Definition of Terms

The terminology presented here defines those terms necessary to assist the reader to understand the concepts or factors discussed throughout the study.

African Americans- African Americans are descendants of enslaved people from Africa taken and forced to work in the New World. Some of the ancestors are non-Black (Lynch, 2020).

African American Male Education Network Development (A²MEND) – A program at the CCCs that provides support services for not only African Americans but also for faculty and staff through mentorship, programming to improve transfer rates, professional development, and academic success for underrepresented populations (CCCO, 2024b)

Black- “A person having origins in any of the Black racial groups of Africa” (United States Census Bureau, 2020a, para. 1). It includes people who indicate their race as "Black or African American" or report entries such as African American, Kenyan, Nigerian, or Haitian (United States Census Bureau, 2020b).

California Work Opportunity and Responsibility to Kids (CalWORKs) - It is a government program that can help students on public assistance get access to vital services such as work-study, job placement, childcare, curriculum development, skills training, and more (CCCO, 2024b).

Community College- Any not-for-profit institution regionally accredited to award the

Associate of Arts or the Associate of Science as its highest degree. Community college includes a two-year college and many technical institutions, both public and private (Cohen et al., 2014).

Credibility- Confidence in the true value and the reliability of the data and its interpretations. Reliability involves two aspects: first, carrying out the study to enhance the findings' believability and then taking steps to demonstrate credibility to external readers (Lincoln & Guba, 1985).

Dual Enrollment- Dual enrollment is a concurrent program that allows high school students to enroll in a college to earn course credit before obtaining a high school diploma. Students may take courses at their local high school or on the college campus (Education Commission of the States, 2021).

Early College- According to Berger et al. (2014), "early college offers students who have traditionally been underrepresented in postsecondary education the opportunity to pursue a high school diploma while simultaneously earning college credits" (p. 7).

Enrollment Management Officers - officials of an institution responsible for collecting and analyzing research data to understand trends and practices to increase enrollment (Carey-Butler & Myrick-Harris, 2008).

Extended Opportunity Programs and Services (EOPS)- Ensures that students disadvantaged by social, economic, educational, or linguistic barriers get the resources they need to enroll and succeed at any California community college (CCCCO, 2024b).

Historically Black Colleges and Universities- Historically Black College and Universities is a label (Higher Education Act [HEA] of 1965/2019) for institutions established before 1964 whose principal mission is to educate Black Americans, accredited by a nationally

recognized accrediting agency or association determined by the Secretary of Education, U.S. Department of Education (HEA, 2019).

Perspective- A mode of seeing, in that extended sense of “see” in which it means “discern,” “apprehend,” “understand,” or “grasp.” It is a particular way of looking at life, a particular manner of construing the world (Geertz, C. 2000, as cited in Carlos Dayro Botero 2019).

Predominantly Black Institutions (PBI/PBIs) - Eligible institutions that have the following: enrollment of low-income, first-generation undergraduate students; the student population served is at least 40% African American; institutions offer a baccalaureate or associate degree (Obama, 2007).

Predominantly White Institutions- Institutions with over 50% of the student population being comprised of White students. This definition is not an official designation for any institution in the United States (Benitez & DeAro, 2004; Bourke, 2016).

Puente Project (Puente) - Established in 1981 at Chabot College and co-sponsored by the CCCs and UC to provide academic counseling and mentoring support services for students transferring to four-year institutions (CCCCO, 2024b).

Thurgood Marshall College Fund (TMCF) - Established in 1987, the TMCF is the nation's largest organization exclusively representing the Black College Community, comprising 47 member institutions: 42 public HBCUs, three four-year PBI, one community college, and one Private Historically Black Graduate Institute (Thurgood Marshall College Fund, 2020).

Transfer - the term transfer is when students begin their academic career at an institution in which some students may or may not earn credit through course completion. The student transfers to a different institution of learning (Villard, 2021).

TRIO programs- a federally funded student support program designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs (U.S. Department of Education, 2024).

Umoja Community (Umoja) - A program for African American students that provides wraparound support services for educationally and economically under-resourced students, believing that when the voices and histories of students are deliberately and intentionally recognized, students develop self-efficacy and a foundation for academic success (Umoja, 2022).

United Negro College Fund (UNCF) - invests in better futures for students, communities, and the nation by working with its 37 member institutions, which are HBCUs, to provide students with a college education that meets the 21st-century economy demands (United Negro College Fund [UNCF], 2020). UNCF also administers scholarships and resources to students from over 500 schools nationwide (UNCF, 2021).

White House Initiative on HBCUs- The White House Initiatives are executive orders signed by each president following President Jimmy Carter since 1980 to support and assist HBCUs (White House Initiative on Historically Black Colleges and Universities, 2021).

1.11 Summary

Chapter 1 presented background issues, problem statement, purpose of the study, and research questions. The problem statement explored issues that underscore the urgent need to add to the limited literature on community college transfer issues. The remainder of the chapter included the conceptual framework, significance of the study, delimitations, limitations, assumptions, definition of terms, summary, and organization of the study.

1.12 Organization of the Study

Chapter 2 is an overview of the literature relevant to community college transfer and the factors that inhibit and facilitate transfer opportunities for community college students. Chapter 2 concludes with an overview of the conceptual framework, which is the Hanover Report.

Chapter 3 provides the methodological approach and analyses employed in the study. The research design derived from the problem statement. The participant's data collection procedure was delineated, and a justification of the qualitative case study approach was discussed. The chapter also included document review, data analysis, ethical consideration, trustworthiness, triangulation, member checking, connoisseurship and researcher's profile, and confidentiality.

Chapter 4 consists of three sections. The first section of the chapter begins with an overview of the study. The second section includes the participants' profiles. The third section displays examples of participants' responses by research questions for selected interview questions to include examples of emergent themes and key themes, a document review analysis, and closes with a summary.

Chapter 5, the final chapter, the essence of this dissertation, synthesized the key insights gleaned from participants' perspectives of the HBCU and HBCU Transfer Program. The chapter aimed to recapitulate the significant findings and underscore their implications, within the California Community Colleges and the HBCU sectors and for other stakeholders invested in enhancing transfer pathways and educational opportunities.

Chapter 2 – Literature Review

Chapter 2 of the dissertation presents a comprehensive literature review that forms the foundation of the study. In this chapter, the researcher explored a wide range of scholarly works, research articles, and theoretical and conceptual frameworks that served to shape our understanding of transfer issues facing community college transfer students. To ensure a well-structured and organized chapter, the researcher divided it into four sections. First, in section one, the researcher began by restating the purpose and research questions that guided the investigation. These components served as the compass for the literature review, allowing the reader to focus attention on key areas of inquiry.

In section two, the researcher delved into the existing literature on topics relevant to the research questions and theoretical and conceptual frameworks that underpin the study. These topics provided a lens through which the researcher analyzed the literature. By reviewing these topics, the researcher was able to present a deeper understanding of the factors influencing transfer outcomes for students participating in the HBCUs Transfer Program. The areas of focus within the literature review included the history of American community colleges, a description of the CCC System, and the history of HBCUs.

In section three, the literature review was explored, including community college transfer issues, community college transfer challenges, benefits of community college students transferring, profile of community college transfer students, barriers to community college transfer, disparities among community college transfer students, best practices in transferring community college students to four-year institutions, articulation agreements, marketing strategies, transfer to HBCUs, overview of the HBCU Transfer Program, HBCU Transfer Program policies, and overview of the conceptual framework.

In section four, the researcher synthesized the findings from the literature review and identified the gaps or inconsistencies in the existing research. This synthesis set the stage for the subsequent chapters of this dissertation, where the researcher conducted a qualitative study to address the gaps in the research and contribute to the existing body of knowledge.

2.1 Section I: Purpose and Research Questions

2.1.1 Purpose of the Study

The purpose of this study was to explore constituent perspectives of the California Community College Historically Black Colleges and Universities Transfer Guarantee Program. The researcher queried representatives from participating community colleges and HBCUs regarding their perspectives of the program. The California Community Colleges College Historically Black Colleges and Universities Transfer Guarantee Program's goal is to educate students about additional transfer opportunities at these institutions and develop pathways that will ultimately increase baccalaureate degree attainment.

2.1.2 Research Questions

Three central research questions guided this study:

1. How do participants describe the California Community Colleges Historically Black College and Universities Transfer Guarantee Program in providing California Community College students additional transfer opportunities at HBCUs?
2. How do participants describe the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program in developing pathways to increase baccalaureate degree attainment?
3. How did participants' descriptions of the California Community Colleges Historically Black College and University Transfer Guarantee Program align with the

recommended practices in the 2013 Hanover Research Report *Strategies for Recruiting Community College Transfer Students?*

2.2 Section II: Existing Literature on Topics Relevant to the Research Questions and Theoretical and Conceptual Frameworks that Underpin the Study

2.2.3 History of the American Community College

Community colleges are a unique part of the American higher education system that promotes access and opportunities for many students who might not otherwise attend a college or university (Grubbs, 2020). According to Cohen et al. (2014), community colleges seem to reflect the growing power of external authority over everyone's life, the peculiarly American belief that people cannot be legitimately educated, employed, religiously observant, ill, or healthy unless some institution sanctions that aspect of their being.

In 1901, the first public community college, Joliet Junior College in Joliet, IL, was established by the Superintendent of the Joliet Township High School and President William Rainey Harper of the University of Chicago, with an enrollment of six students. The two men expressed the idea that Joliet Junior College was an experimental undergraduate program designed to provide the same academic opportunities for the first two years of nearby four-year colleges and universities. These institutions created accommodations for students who desired to remain within the community and pursue a college education (Cohen et al., 2014).

Two generic names have been applied to reference two-year colleges: community college and junior college. From their beginnings until the 1940s, they were commonly known as junior colleges. Eells' (1931) definition of a junior college included university branch campuses offering lower-division work either on the parent campus or in separate facilities; state junior

colleges supported by state funds and controlled by state boards; college-level courses offered by secondary schools; and local colleges formed by groups acting without legal authority (Cohen et al., 2014).

Proposals to create junior colleges came as recommendations by the President of the University of Michigan, William Tappan, in 1851; Trustee of the University of Georgia, William Mitchell, in 1859; and President of the University of Minnesota, William Folwell, in 1869 (Cohen et al., 2014). These individuals insisted that universities could only become valid research and professional development centers once they relinquished their lower-division preparatory work. Before the evolution of the community college system, students aged nineteen to twenty attended vocational schools to receive their general education. Then, they attended universities for their academic scholarship for degree completion (Cohen et al., 2014).

The community college serves the community and its students dating back to the early twentieth century as part of a comprehensive evolutionary process that ensures individuals receive the proper education and meet their needs within their environment (Jurgens, 2010). The open-access concept provides opportunities for students who cannot afford a traditional four-year college but can attend and receive the financial support needed to cover the first two years of college.

Once these students completed the requirements at the community college, they were then allowed to transfer to a four-year institution. The community college definition was also applied to public and private two-year colleges and technical institutions. A liberal arts curriculum was present in three-fourths of the 56 public and private junior colleges during 1921 and 1922 (Koos, 1924). The community college presents students with the opportunity to receive developmental education, occupational education, continuing education, academic transfer, and

community service opportunities.

The UC at Berkeley created the first concept of high school graduates who completed 45 credits earning a junior college certificate. Cohen et al. (2014) reported that community colleges thrived on new responsibilities because they had no traditions to defend, no alumni to question their roles, no professional staff to be moved, and no statements of philosophy that would mitigate against taking responsibility for everything. Community colleges and junior colleges were also called technical colleges, technical institutes, district colleges, vocational, local colleges, regional colleges, or institutes.

Jurgens (2010) stated that from its precursor to the Industrial Revolution to its future challenges, the community college's history provided a captivating account of fundamental components of higher education in the United States and abroad. The Industrial Revolution and the growth of factories opened the door to community colleges to train individuals to use power-driven machinery (Jurgens, 2010). Scientists examined human behavior to identify their differences and interactions, which led to the development of vocational guidelines that created the "educated craftsman" (Jurgens, 2010, p. 251). Community colleges are estimated to be successful because they provide students with general education requirements to ensure fundamental education for first-year students and sophomores (Cohen et al., 2014).

In California, higher education leaders proposed that junior colleges could better serve students entering college. The junior college option allowed four-year institutions to focus on more important things, such as research (Cohen et al., 2014). According to these authors, states like California benefitted from the widespread development of community colleges by allowing Stanford University and the UC system to focus on graduate and professional studies.

During the Great Depression, the community college trained individuals for job

placements due to high unemployment rates. In 1944, the GI Bill of Rights allowed veterans to enroll in college, and the Servicemen's Readjustment Act GED program encouraged academic flexibility for students to attend an institution of higher learning without adequately completing secondary educational training (Cohen et al., 2014).

In 1947, the Truman Commission Report on Higher Education for an American Democracy noted the importance of junior colleges as a genuine academic institution. The report encouraged combining the most excellent vocational and technical education at a junior college level. These institutions provided valuable education at a lower cost to a diverse population of minorities, veterans, low-income people, and female students while also serving the community. During this time, some junior colleges began changing their names from junior to community colleges to reflect their commitment to the community they served.

The Higher Education Act of 1965 created financial aid and made college more accessible. A new population of students enrolled: older adults, first-generation, diverse ethnic and racial backgrounds, and people with disabilities. Tribal Colleges and Universities (TCU/TCUs) were established to provide services for the Native American population(s), granting them access to higher education. In 1972, the community colleges entered into ventures to include entrepreneurship, workforce, and corporate partnerships to enhance the educational experience. The American Association of Junior Colleges changed its name to reflect the move to "community college" versus "junior college." Institutions' names changed from junior college to community college. This new name brought attention to the American Association of Junior and Community Colleges. In 1992, the name officially changed to what we now use today: the American Association of Community Colleges (AACC). Today, public, private, technical, and tribal institutions comprise over 1,200 members of the AACC (American Association of

Community Colleges, 2020).

Community colleges provide educational opportunities for high school students through dual enrollment and completion of early college programs. The community college continues to educate individuals looking to enhance a skill or learn a trade while not enrolling in academic courses. The American community colleges, as stated by Dr. Jill Biden, are “one of America’s best-kept secrets,” providing a critical resource for the future of our nation (Sabochik, 2010, para. 2.). The community college has served the community and its students for over one hundred years, providing students and the community an opportunity to receive a higher education, continuing education, workforce and career training, transfer, and developmental education (American Association of Community Colleges, 2020).

2.2.4 Description of the California Community Colleges System

The CCC system is one of three public college systems in California, including the UC and CSU. The breakdown of college campuses in California is 138 private, not-for-profit four-year institutions, 166 for-profit institutions from the public systems, CSU with 23 campuses, and the UC with ten campuses (Boland et al., 2018). It is the most extensive higher education system globally, serving 1.9 million students on 116 college campuses. The CCC system was one of the earliest to establish a statewide governance and management system (O’Banion, 2019), including being a part of the 1960 Master Plan for Higher Education in California (The Master Plan) (Delgado & Lockhart, 2006).

The Master Plan’s primary issue is the future of the community colleges, state colleges, and the UC’s coordinated effort to avoid unnecessary duplication in programming (Coons et al., 1960). The Master Plan has guidelines for students to transfer from community college to a four-year institution (Boland et al., 2018; Coons et al., 1960; Delgado & Lockhart, 2006), and it

focuses on open access, research, teaching, and collectively symbolizing the growing importance of earning a college degree as a means for success (Boland et al., 2018). The Master Plan is also an opportunity to provide higher education to the residents of California (Boland et al., 2018; Coons et al., 1960).

However, Boland et al. (2018) stated that the Master Plan's approach was based on social stratification. Social stratification describes the way different groups of people are placed within a society based on wealth/income, social class, ethnicity, gender, and political status (Admin, 2021). In the Master Plan, students from lower socioeconomic residences must subsidize the education of wealthier students (Boland et al., 2018). The authors stated: "Social stratification allows the opportunity to focus on how the Master Plan's dominant, complex institutions contribute to our understanding of racial and class inequality in higher education" (p. 1379). The transfer route between the CCCs and four-year institutions is restricted since 33% of the top students were selected to attend CSUs, and the UC selects the top 12.5% of graduating seniors from public high schools (Coons et al., 1960).

The CCC system plays an essential part in transferring nearly 80,000 students a year to the UC and CSU (California Community Colleges Chancellor's Office, 2024d). In 2020, 51% of students received their bachelor's degree at a CSU, and 29% of the graduates from a UC school started their education at a CCC (California Community Colleges Chancellor's Office, 2024c). Because fees were much lower than those charged by CSU and UC schools, students at a community college completed their lower-division coursework at a fraction of the cost. Students who complete their academic requirements at the community college level can transfer to one of the two-state systems.

2.2.5 History of Historically Black Colleges and Universities

According to the National Center for Education Statistics (Fast Facts, 2021), HBCUs are higher education institutions with the mission of educating Black students. Fast Facts (2021) stated, “These institutions, founded and developed in an environment of legal segregation, provided access to higher education, contributing substantially to Black students’ progress in improving socioeconomic, and educational status” (para. 1). HBCUs existed before a proper name distinction was given by the Higher Education Act of 1965 to institutions established before 1964. In turn, this was based upon the U.S. Supreme Court’s *Brown v. Board of Education* decision, which in 1954 declared that “racially separated schools are inherently unequal.” Even after *Brown v. Board of Education*, African American students still attended traditional black schools because HBCUs accepted and nurtured black students at a higher rate (Bennett & Xie, 2003, p. 569).

Historically Black Colleges and Universities are located mostly in 19 southern and eastern coastal states except for two in Ohio, one in Missouri, one in California, the District of Columbia, and one in the U.S. Virgin Islands. Provasnik and Shafer (2008) reported:

most HBCUs represent a diverse set of institutions in nineteen states, including the District of Columbia and the Virgin Islands. HBCUs encompass public and private colleges; single-sex and coeducational colleges; predominantly Black colleges; two-year and four-year colleges; research universities; professional schools; community colleges; and small liberal arts colleges. (p. 59, p. 1)

Historically Black Colleges and Universities provide students of color with the confidence, safety, and education no other institution provides. Bennett and Xie (2003) stated: “HBCUs are different from other four-year institutions with processes that appeal to Black

applicants with the likelihood of admission” (p. 568). HBCUs began against Black sufferings and strivings of the American experience (Elliott et al., 2019). HBCUs and other four-year colleges differ in their historical orientations in that HBCUs were specifically created to provide educational opportunities for Black students. While PWIs had long-entrenched histories of exclusion of blacks, HBCUs were explicitly created to respond to this exclusion. Kenneth Redd (1998) wrote:

HBCUs made great strides in providing educational opportunities for African Americans. Since the early 1800s, institutions grew and provided significant contributions to American society and educational opportunities for low-income and academically disadvantaged students who otherwise were denied higher education. (p. 33, p.1)

In 1837, the first HBCU was established through a \$10,000 bequest left by Richard Humphreys to create the African Institute, later named the Institute for Colored Youth. This institution is now named Cheyney University of Pennsylvania in Cheyney, Pennsylvania (Cairns, 2019). The early coursework at Cheyney University focused on providing education on learning trades and agriculture, much like community colleges of the present. In 1854, the first HBCU that granted degrees was the Ashmun Institute, later named Lincoln University in Oxford, Pennsylvania. HBCUs represented the expansion of educational opportunities for Blacks in the South after their emancipation and continued exclusion from higher education institutions. In 1856, the first college managed by Blacks was Wilberforce University in Wilberforce, Ohio.

After the Civil War ended in 1865, Clark College in Atlanta, Georgia, Atlanta University in Atlanta, Georgia, and Shaw University in Raleigh, North Carolina were established. The Second Morrill Act of 1890 saw an increase in the establishment of HBCUs because state institutions were excluding students based on race (U.S. Department of Education, Office for

Civil Rights, and Regional Civil Rights, 1991). In the twentieth century, 33 private and higher education schools existed for people of color in the United States (Redd, 1998). The "normal" institutions educated more than one-half of African American teachers. Typically, the funds supporting these institutions were meager compared to the White institutions formed during that period. HBCUs also began establishing professional institutions with specialized training—medical schools for medicine and dental and pharmacy schools. This change resulted in the formation of Meharry Medical College and Howard University's School of Medicine.

In the 1960s, HBCUs accounted for 70% of the Black student populace who enrolled in higher education institutions. After the Higher Education Act of 1965, the government provided funds for students of low socioeconomic backgrounds to attend college. This funding caused an imbalance of students attending HBCUs, and enrollment declined as these Black students began enrolling in PWIs that did not initially accept them. In 1968, 36% of Black students enrolled at an HBCU; by 1976, only 17.8% of Black students attended an HBCU (Redd, 1998).

The study *The Traditionally Black Institutions of Higher Education 1860-1982* reported that between 1976 and 1984, there were 100 Traditional Black Institutions (TBI), not including four private and one two-year institution closed (Hill, 1985). The remaining TBIs comprised 11 two-year institutes and 89 awarded baccalaureate or post-baccalaureate degrees. Twelve of the 57 TBIs served as private religious-affiliated institutions, and 43 were public institutions. The state-supported TBIs accounted for over two-thirds of enrollment at these institutions (Hill, 1985).

According to the National Center for Educational Statistics' *Transfer & Mobility*, there were 101 HBCUs, 51 public institutions, and 50 private nonprofit institutions in 2018 (Shapiro et al., 2018). Due to declining enrollment, HBCUs struggled, and as a result, several institutions

merged with other HBCUs, some joining the state systems as a response to a shift in the populations they served. HBCUs serve a majority of the college-age Blacks students, instead of serving the majority of White students.

When HBCUs joined state systems, the lack of funding continued to follow the administration's response to discrimination. In 1992, the U.S. Supreme Court handed down a decision in the case of the U.S. v. Kirk Fordice, first filed in 1975 by African American James Ayers on behalf of his son James Ayers a student at Jackson State University (Gasman et al., 2007). The ruling required states to eliminate policies that perpetuated segregation among their public colleges, which continued using standardized admission requirements, had a lack of resource allocation for campus improvements, and had policies that prevented diversity among the student body. Gasman et al. (2007) stated an earlier decision that declared Mississippi had fulfilled its desegregation obligations was overturned by the Supreme Court to determine specific remedies for the ongoing inequities in that state.

The court ruled in favor of the three HBCUs, Jackson State University, Alcorn State University, and Mississippi Valley State University, to use the money awarded to enhance programs and facilities to promote remedial summer courses for students and increase the enrollment of non-Black students by 10%. The plaintiffs argued that it was unfair for Black institutions to be forced to spend the money on integration instead of spending it on the areas where they needed to improve.

The ruling indicated that separate but equal was a living motto within the state of Mississippi. Supporters feared the decision would encourage other states to close land grants at HBCUs and mandate mergers with other White state schools or other HBCUs. This case served as a precursor in many states where HBCUs joined state systems, including Georgia, Tennessee,

Texas, and Maryland, in which HBCUs joined state systems.

At the heart of HBCUs remained their faculty. Students develop strong relations with faculty because of the faculty's ability to relate to their students. Students attending HBCUs are deemed closer to their professors, building lifelong relationships because of the abundance of care and attention given to students. The HBCUs faculty root for their students' success and promote graduation as the goal of a student's collegiate experience. Students developed and increased self-esteem and leadership skills by holding student government positions on campus, joining fraternities and sororities, and participating in team sports. Given the high expectations of student graduation, more Black students graduated from HBCUs than from PWIs within higher education.

For over 100 years, HBCUs have provided an opportunity for African American students to attend their institutions. These institutions opened their doors to educating African American students when other institutions closed theirs. HBCUs created safe, nurturing, supportive, and high-academic-achievement environments for students of various economic levels and diverse backgrounds (Arroyo & Gasman, 2014; McMurtry, 2019).

2.3 Section III: Community College Transfer Issues, Transfer Disparities among Community College Transfer Students, Best Practices in Transferring Community College Students to Four-year Institutions, Marketing Strategies and Transfer Highlights and Policies

2.3.6 Overview of Community College Transfer Issues

In the early 1900s, the UC at Berkeley created a program that encouraged high schools to provide college-level courses. Students completed up to forty-five units in high school and earned junior certificates of completion for the first two years at Berkeley (Jurgens, 2010). The

UC at Berkeley continued these certificates between secondary and university education until 1926. According to Witt et al. (as cited in Jurgens, 2010), “early transfers of high school graduates to junior college to universities were restricted” (p. 253, p. 4). However, only a quarter of these students transferred to a four-year institution within six years [20% of students earned an associate degree first] (Jenkins & Fink, 2015). It is also important to understand that there is no data to confirm the exact number of students who wanted a bachelor’s degree, even if the student completed 60 credit hours (Barshay, 2020).

Students attending community colleges come from various backgrounds, including low socio-economic and educational populations. Community colleges provide valuable resources not only for the students but also the surrounding community. They also served a wide variety of students, including those entering college for the first time, individuals seeking certificates in skilled trades, or those looking for a career change.

Jenkins and Fink (2015) stated that most students entering community colleges intended to transfer and earn a bachelor's degree. Some traditional four-year institutions could not accommodate the freshman class, creating the gateway for the community college to serve as the entry point for them. Community college education has been essential for students seeking a degree or taking a course that allows them to transfer. Students faced the inconveniences of transferring from community colleges to four-year institutions and the lack of support and guidance needed to be successful, putting dreams of completion out of reach. Community college students are also faced with working and juggling a family (Barshay, 2020). The development of policies and structures helps close the gap for students interested in transferring from a community college to a four-year college or university (Dowd et al., 2013). Community colleges took strides to engage a diverse group of students in academic programs, courses, and

continuing education.

Transfer issues have remained a fundamental concern since the early establishment of universities, communities, and junior colleges. The idea of students completing the first two years of college at a junior college was considered invaluable to four-year institutions. At the time, universities and communities sanctioned this philosophy, one of the motives for expanding the number of junior/community colleges and other early-college programs. The consent from universities for this arrangement implied that there would be few problems for students transferring to higher-level institutions.

2.3.6.1 Benefits of Community College Students Transferring

Community colleges and HBCUs struggle with enrollment, financial contributions from local taxes, state appropriations, low enrollment, and sun-setting programs because of industry changes. Hughes (2012) shared that over the past ten years, multiple initiatives worked to evaluate ways in which community colleges and four-year institutions could connect and complement each other's missions through transfer agreements and mutual recruitment. However, limiting the connection to transfer agreements and mutual recruitment efforts missed an essential opportunity for HBCUs and community colleges to learn from the lessons that shaped each model's success over the past 100 years. (p. 82)

Community colleges have an opportunity to review how HBCUs prepare Black students by creating successful programs, policies, and practices (Hughes, 2012) to increase completion rates. This learning led to the creation of programs in response to the retention and matriculation of African American students when first entering the community college at freshman orientation and understanding the encouragement needed to return to an HBCU for a bachelor's degree. (Hughes, 2012). While the comprehensive community college's mission is much broader than

just transferring students to four-year institutions, it also provides essential aid to assist students in achieving baccalaureate degrees. Community colleges discovered and leaned on the learning experience of this partnership with HBCUs to improve African American students' outcomes.

2.3.6.2 Profile of Community College Transfer Students

Community college students transferring to a four-year institution are generally motivated and focused on achieving a baccalaureate or professional degree. Many of these students come from racially and ethnically diverse backgrounds and low to middle-class socio-economic status. Wood and Palmer (2016) believed “the transferring functioned as a core utility for community colleges which serves as a critical pathway for postsecondary education for black men. However, too few black men overlooked transferring to a four-year college or university as a primary goal” (Wood & Palmer, 2016, p. 1). Students typically attended a community college first to garner a better understanding of a four-year college’s academic expectations and potential rigor. Not all students desired to transfer upon entering the community college. Many students may have been encouraged along the way to pursue a degree.

The Columbia College Teachers Community College Research Center (Community College FAQs, 2020) reports in 2018, “44% of undergraduates enrolled at community colleges, 55% of Hispanic undergraduates, compared to 44% of Black undergraduates, 45% of Asian undergraduates, and 41% of White undergraduates” (para. 8). Overall, in the Fall of 2018, 33% of undergraduates enrolled at community colleges, with a total enrollment of 8.2 million, 13% were Black. In 2012, one-half of the students enrolled as undergraduates were community college students—40% first-year freshmen, 52% Hispanic, 43% Black, 52% American Indian, and Asian/Pacific Islander (McPhail, 2015).

Duff (2019) asserted the role of “community colleges operations as educational

institutions that provided tertiary education and continuing education supplemental to traditional four-year universities and colleges” (para. 1). According to the American Association of Community Colleges (2016), nearly 1,200 community colleges in the U.S. enrolled nearly half of all undergraduates in the U.S.— over 13 million students—80 % of students who entered community colleges aimed to transfer to a four-year institution. However, only 33% of the students accomplished this goal (Boswell, 2004).

2.3.6.3 Community College Transfer Challenges

Community college transfer challenges included inadequately advising students, transferring credits, financial aid, and failure to establish articulation agreements, resulting in students’ unsuccessful transfer. For students who successfully transferred, many completed within six years. Vertical transfer is the most common, which allows for upward mobility for underserved students when transferring from community college to four-year institutions (Jenkins & Fink, 2015). The most pervasive and long-lived issue in community colleges is the extent to which the universities accepted their courses. In the earliest community colleges, most offerings were transfer courses in the liberal arts (Cohen et al., 2014).

In their article “Improving the Odds: An Empirical Look at the Factors That Influence Upward Transfer,” Turk and Chen (2017) affirmed that the vital indicator of student success is the desire to be pushed academically in their educational journey. The authors contend that college student success indicates a student being academically prepared and having internal motivation. According to these authors, there are three factors to motivate students for upward transfer:

1. Students’ educational aspirations in high school significantly impacted upward transfer rates.

2. Students longing to earn graduate and professional degrees were nearly twice as likely to transfer compared to students who only aspired to complete high school.
3. Students who aspired only to attend some college were less likely to transfer to a four-year institution. (Turk & Chen, 2017, p. 13)

Turk and Chen (2017) also suggested that transfer students must want to improve their career trajectory. They argued that students who take the initiative to meet the collegiate acceptance requirements, such as taking a standardized test, applying for college after completing high school, and many of those who are accepted to transfer to four-year institutions. Community colleges must understand that some students will not use an academic advisor, utilize the campus resources for additional support, or track their degree process.

Teller (2016) reported that students leveraged a variety of resources, including institutionally based support through faculty, counselors, and specialized support programs and community-based support such as family, peers, and their online research to navigate the transfer pathway. So, how did community colleges ensure that they assisted students in completing their degrees once they left their doors? What available resources tracked these students at the four-year institutions for informed community college decisions? One function of the community colleges is to assist students transferring to a four-year institution to obtain a baccalaureate degree. For example, Joliet Junior College's current mission remains closely tied to the school's original goals with one crucial change: a newly developed focus on transfer (King & West, 2009).

Numerous community colleges, along with Joliet Junior College, focused on student transfers and liberal arts programs, bridging the gap between academic preparation and workforce development. Earning a bachelor's degree is an increasingly essential step toward

mobility and job security (Glynn, 2019). As history continues to repeat itself, the higher the education an individual obtains, the higher one's potential earnings become. The community college transfer thus became critical for academic courses and vocational and technical training. The community college transfer program attempted to address several factors concerning the lack of students seeking advisors, including course offerings and providing a schedule that would better allow students to take classes when needed.

2.3.6.3.1 Barriers to Community College Transfer

The Ford Foundation's study, commissioned by Orfield and Paul in 1992 (as cited in Hughes, 2012), identified community colleges as a springboard for students to further their education. The study analyzed two states that were considering adopting a robust community college system and three states that did not have a system. The findings surprised the states: "Support for community colleges in place of support for four-year models has been a hindrance to African Americans' struggle toward baccalaureate attainment" (Hughes, 2012, p. 83).

An analysis of Latino, Native American, and African American student populations at community colleges contributed highly to the low degree attainment. They confirmed that community college systems were not producing as many students with degree completion as they appeared. While the model worked well for colleges as they sought primarily to ensure access to postsecondary education, it created substantial challenges to college access without success followed an empty promise (O'Banion, 2019). Obtaining data for transfer rates and student course completion served as a challenge for those colleges participating in the HBCU Transfer Program. Jenkins and Fink (2016) suggested,

One impediment to conducting research is the limited information available about transfer student outcomes. To date, the field has lacked widely accepted measures of the

effectiveness of two- and four-year institutions in enabling students who start at community colleges to transfer and earn degrees. Community colleges report the rate at which their students transfer to four-year institutions as part of the federal Integrated Postsecondary Education Data System (IPEDS) “Student Right-to-Know” statistics required of all institutions whose students receive federal financial aid. (p. 7)

Community colleges’ data collection methods do not effectively capture whether the student has completed a bachelor’s degree since four-year institutions can report it to IPEDS. The community college cannot report student success rates if a degree is obtained. The four-year institutions report this information to IPEDS. Some students were above the U.S. average of 42% transferred out of bachelor's completion, ranking fourth.

As community college students created momentum in the California system, there were still disparities between community college and HBCU student success outcomes. Tracking the outcomes of community college graduates over an extended period is critical for institutional and national data (McPhail, 2015). The McPhail research data will allow institutions to identify the shortcomings and successes of students who have transferred.

When compared to HBCUs, community colleges lacked successful outcome data for Black students. Can community colleges make better use of data to improve student outcomes? That was the fundamental idea behind Achieving the Dream: Community Colleges Count, a bold initiative launched in 2003 by Lumina Foundation for Education to help community college students succeed—particularly low-income students and students of color, who have traditionally faced the most barriers to success (Brock et al., 2007). The report only reflects the student's first year and will continue investigating how colleges change their organizational culture and practices to serve students better.

The disparity between the number of students who had started at a public community college and who did not complete their degree remained stubbornly wide between racial and ethnic backgrounds. In the *California Community Colleges Report and Recommendations for Improving Black and African American Student Outcomes*, Shannon (2021) stated:

63% of Black community college students do not earn a degree or certificate or transfer within six years. Moreover, according to the report, California community colleges transfer only 3% of Black students within two years and only 35% within six years. (para. 4)

Dowd et al. (2013) “observed completion rates and included a review of the inequalities in college completion in the United States, which led to three obstacles hindering students: stereotypes, economic class, and ethnicity” (p. 33). Bailey et al. (2015) also observed transfer programs and course pathways for students were often unclear, with many programs offering a wide range of electives and course alternatives. Students looking to transfer to four-year institutions often expressed confusion with course selection and direction when faced with too many course choices. (p.21)

This confusion about courses becomes a barrier because transfer programs should offer students flexibility in the original liberal arts and science courses since these courses are mandatory for degree completion requirements for general education curricula.

Anderson (2017) added a dimension to the transfer narrative by spotlighting “reverse transfer” concerns. According to Anderson, reverse transfer can be defined as “the process of retroactively granting associate degrees to students who have not completed the requirements of an associate degree before they transferred from a two- to a four-year institution” (p. 1). Only 60,000 students of more than one million started their educations at two-year institutions and

transferred to another college after receiving a certificate or associate degree. Even then, only 16,000 students obtained the associate degree through reverse transfer credits (Blackwell, 2018). Some students fear that once the transfer process is complete from the community college with the associate degree, the degree sought will have less value, and they believe colleges will not acknowledge those additional credits.

While there may not have been a consensus among the researchers regarding solutions to the transfer problem, evidence indicated that institutions found more effective ways to assist students in making informed decisions about transferring from community colleges to four-year colleges and universities. According to Iloh and Toldson (2013), the lack of college readiness among Black students and economic challenges among Black families have expanded the role of community colleges and for-profit colleges. However, without conclusive research, it is difficult to ascertain whether these colleges offer long-term strategies to ameliorate educational and economic inequities or ineffective bandages for racism that is entrenched in the economic and educational structure of the United States. It is important that higher education understand Black students' barriers in the 21st century and serve as postsecondary education with access to educational, social, and economic experiences and outcomes.

Shurts (2016), an author and an associate professor of history at Bergen Community College in New Jersey, brought attention to organizational structures in higher education and the fact that silos identified among departments and divisions in the collegiate institution sabotaged student success. The same applied to two- and four-year institutions. Because of this impediment, more students turned to community colleges to jump-start their educational goals in their freshman and sophomore years. Two-year colleges often had little connection to the four-year schools where these students finished their degrees. While there may not have been a

consensus among the researchers regarding solutions to the transfer problem, evidence showed that institutions found more effective ways to assist students in making informed decisions about transferring from community colleges to four-year colleges and universities.

2.3.6.3.2 Disparities Among Community College Transfer Students

Lederman (2017) suggested that it is no surprise that transfer is a core mission for community colleges, with nearly four-fifths of their over eight million students intending to attain a bachelor's degree. However, 60% of those transfer-intending students transfer within six years, signaling a huge gap between students' goals and what transpires. Over the last decade, these disparities among community college transfer students did not improve, nor did the colleges offer impactful solutions to help understand why African American and Latino students were not successfully transferring and receiving adequate support. Zarate and Burciaga (2010) observed:

Multiple factors contributed to poor retention and transfer rates for Latino students and included the increasing cost of attending four-year institutions that slowed access for Latinos. Misinformation of course requirements, advising, and tutoring served as challenges students faced in the transfer process. (p. 26)

These factors also help to identify the inequalities in the educational system in California for Latino students and suggest methods of how Latino, Native American, and African American students could successfully transfer. In Maryland, baccalaureate degree attainment increased in 2004. White students continued to obtain their degrees at a higher rate than the other three ethnic groups. Hughes (2012) suggested transfer rates were high for White students and males compared to African American and Hispanic students.

Hughes (2012) also indicated that in 1992 Orfield and Paul noted that the historical expectation of community colleges as a springboard for further education might need to be

revised in a more accurate representation of what evolved over this period. Grubb (1991) suggested transfer rates are high for males, for White students compared to blacks or Hispanics, for students of high socioeconomic status, for those of higher ability measured in high school, and for those who were in the academic track rather than the general or vocational track during high school. If ever there was a time to simplify how students transfer between colleges, it is now. As a result of COVID-19, thousands upon thousands of students are expected to transfer to an institution closer to home or to one that is more affordable during these harsh economic times (Marcus, 2020).

2.3.7 Best Practices in Transferring Community College Students to Four-Year Institutions

The transfer function of community colleges is paramount to increasing the representation of women and Underrepresented Minorities (URM/ URMs) in engineering pursuing baccalaureate degrees in science, technology, engineering, and mathematics (STEM) fields (Jackson et al., 2013).

This section of the literature review highlights a special population of students who transferred from community colleges to a four-year institution and HBCUs through internal and external partnerships. In today's political climate, both economic needs and mounting student loan debt in default have led to a focus on college instruction and degree programs taking on serious accountability for their graduates becoming employed upon completion of their education (Smith, 2018).

“A Balancing Act: Impacting and Initiating the Success of African American Female Community College Transfer Students in STEM into the HBCU environment” detailed the pathway for seeking a career in engineering (Jackson, 2013). Community colleges and HBCUs

are critical in producing and educating Black students in STEM (McPhail, 2015; Jackson, 2012). Students who transfer to obtain a bachelor's degree in a specialized program include those in nursing, social work, and engineering, which are not offered at the community college level.

McPhail (2015) identified a framework for a discussion on promising and best practices in facilitating “Black students transfer from the community college to completion of an Engineering bachelor’s degree at a four-year institution” (p. 309). McPhail demonstrated a process that used exemplary practices, partnerships between the community college and four-year institutions, and additional areas for improvement. The dilemma that McPhail’s work highlighted was that, despite a strong ethos of equality, African Americans were subjected to searing inequality, including in schools, housing, jobs, social facilities, and health care, and they remained worse off than their non-Latino counterparts (McPhail, 2015).

McPhail’s study also pointed out how the African American and Latino populations in higher education continued to face educational gaps, and there were demands to develop innovative ways to prepare students for engineering studies. McPhail (2015) wrote: “Solving this dilemma is a matter of increasing national significance as we have become more diverse in a flatter world” (p. 310). According to McPhail, the findings from the study prompted three questions: What kind of country did we want to live in? Did we wish to live in one with access to good schools, jobs, health care, and a high quality of life? McPhail concluded that without major interventions, some people continue to be left behind. He suggested that answers to these three questions might guide community colleges to develop articulation agreements (McPhail, 2015).

Underrepresented minorities comprise 30% of the United States population. In 2011, African Americans comprised 10.7% of the workforce, 2.5% of engineering managers, 4.5% of

engineers, and 7.0% of engineering technicians (McPhail, 2016; National Action Council for Minorities in Engineering, 2011). The lack of diversity in the engineering workforce threatened the nation's innovation. The enrollment for African Americans entering engineering has not seen improvements since 2000. In the fall of 2010, 286,000 African Americans completed high school and enrolled in a community college or four-year institution (McPhail, 2015). Education serves as the building block for successful engineers, though of all students applying for engineering programs, only 5% were African Americans (National Action Council for Minorities in Engineering, 2011).

When African American students develop confidence in math and science in high school, those students are dominant in STEM careers and programs. Once these students commenced STEM-related career courses at the community college, their lack of preparedness became quite apparent through assessment and performance in required skills courses (McPhail, 2015). Community colleges served as the gateway to engineering for African American students. Given that 44% of these students started at the community college, it is clear that community colleges used the available resources to increase the number of African Americans and other URM in engineering.

The National Action Council of Minorities in Engineering (NACME) developed several innovative intervention strategies, resulting in the creation of the NACME/Qualcomm Community College Pre-Engineering Studies Transfer Scholarship Program, piloted in collaboration with Qualcomm and the University-of California UC, San Diego (UCSD). This program identified best practices for moving more pre-engineering students from the community college to the Jacobs College of Engineering at the UCSD (National Action Council for Minorities in Engineering, 2008).

The study, conducted over two years, included eight URM students each year. The program evaluation centered around four best practices: (a) friendly, clearly defined articulation agreements; (b) communication between institutional partners; (c) equivalency and uniformity of curricula; and (d) financial support of transfer students (McPhail, 2015). Eleven of the 16 URM students completed their bachelor's degrees, exceeding the national and UCSA retention rates for engineering students. Some of the highlights included:

Pre-engineering and Recruitment: Rigorous program evaluation, awareness programs in middle and high schools bridge programs.

Student Support Services and Retention: Disaggregation of student data and identification of the gaps; identification of specific factors in the culture, student services, and learning environments of community colleges that facilitated the recruitment, enrollment, education, associate degree attainment, and successful transfer of African American women and men in various programs (McPhail, 2015).

Innovations in Teaching and Learning: Impact of culturally congruent pedagogy in mathematics and science, faculty diversity, reformed teacher education programs at the community college.

The community colleges played an essential role in both studies to provide support for Blacks and other URMs to pursue careers in engineering. This support allowed the colleges to bridge the gap and identify ways to recruit these innovative students. It also was essential to ensure that faculty used the latest technology to keep the students engaged and up to date about program expectations and goal achievement. Additionally, clearly defined articulation agreements were successfully identified as measurable solutions to improve students' success rates in an engineering program and were implemented within each program.

2.3.8 Articulation Agreements

The American Association of Collegiate Registrars and Admission Officers (AACRAO, 2019) defined articulation as the entire range of processes and relationships involved in the systemic movement of students inter-institutionally and inter-segmentally throughout postsecondary education (p. 4). An articulation agreement is an agreement between two or more colleges and universities that assist students interested in a path to transfer to a four-year, institution leading to the student obtaining a bachelor's degree. In the AACRAO's *Transfer Handbook: Promoting Student Success*, a section on articulation indicated, "The act of forging an articulation agreement represents the commitment that both institutions make towards their transfer student. It publicly identified prerequisites, majors, courses, and degrees for transfers" (AACRAO, 2019).

In 2017, the Government Accountability Office reported that 35% of all students transferred from one postsecondary institution to another. However, in the process, the student may lose 43% of college credits (Lederman, 2017). Articulation agreements did not occur just between two-year and four-year institutions; these agreements were also made with other institutions and agencies, high schools, and credentialing bodies—students earning course credits enrolled in multiple ways and paths (AACRAO, 2019). Institutions defined articulation agreements differently and varied from institution to institution, government, and state boards.

There were two common ways in which articulation agreements were organized: (1) the articulation agreement and (2) a Memorandum of Understanding (MOU). The articulation agreements typically followed long-form agreements designed to formalize transfer agreements, focus on policies, and guide the transfer process from start to finish. These included reverse transfer and admission guarantees. The MOU was a transactional contract focused on each

party's specific outcomes. The MOU was typically the first point of the partnership, before the development of the articulation agreement, and served as a short-form agreement mostly with businesses and institutions' boards, containing financial information and resources available and expense needs for the cost of faculty, rentals, and tuition.

The articulation agreements' scope falls into several categories: course to course, program to program, major to major, and block transfer. Agreements are both clear and concise, centered on competencies of competence-based articulations.

2.3.8.1 Community College Articulation Agreements-High Schools

Community colleges created articulation agreements with other community colleges, employers, technical schools, four-year institutions, and high schools. Articulation agreements from the community college to the four-year institution provide a smooth transition for the student to assist them in the completion process. Articulation agreements encompassed general education, vocational, and technical articulation agreements.

King and West (2009) stated that articulation between high schools and community colleges remained limited. Postsecondary institutions' role is unclear in developing secondary vocational programs, creating challenges with completing agreements, and maintaining postsecondary educators' interest (Jacobs, 2001).

The Carl D. Perkins Act of 2006 aimed to strengthen the connection between postsecondary and secondary educational goals for students and institutions by creating opportunities to develop essential course shells that provided value to high school career and technical education students who were primarily eleventh and twelfth graders, occupational students in community college, and beyond (Association for Career and Technical Education, 2018). According to the researcher, with limited articulation agreements with high schools due to

postsecondary faculty wanting nothing to do with teaching high school students, they continued only to deliver occupational training and courses in their familiar surroundings at community colleges. Likewise, secondary career and technical education programs were not eager for postsecondary faculty to teach their students because money from the Perkins Act flowed directly to the secondary school district, and career and technical education certified teachers taught the CTE courses in traditional high schools and career and technical education skill centers.

In 2006, quite the opposite occurred: certified CTE high school teachers often taught at the community college in addition to their primary teaching assignments in K-12. The new law, the *Strengthening Career and Technical Education for the 21st Century* (Perkins V) Act, was authorized by the federal government in 2018 (Association for Career and Technical Education, 2018). The law includes new requirements for “programs of study” linking academic and technical content across secondary and postsecondary education and strengthening local accountability provisions to ensure continuous program improvement.

Consequently, postsecondary and high school career and technical instructors provide coordinated instruction to secondary students. In Michigan, funding is provided directly from the Michigan Department of Education to community colleges to administer early college programs specializing in career and technical education programs. Lansing Community College Technical Division offers such a program, and the institution sponsors a career and technical education skill center for students who attend school districts in Eaton County. Approximately 600 secondary students are enrolled, and faculty and administrators from the community college and high school districts partner in the delivery of content and services, ensuring continued success for student participants.

Other articulation agreements helped students who did not take the same courses reduce tuition and time toward degree completion. Most of the courses aligned with the articulation agreement and allowed students to take dual enrollment courses, advanced placement courses, and advanced math or science. Community colleges benefit from being a part of a state system (King & West, 2009). Just and Adams (1997) stated that articulation should be more than local agreements between high schools and two-year colleges; it should be a comprehensive statewide plan involving all levels of education.

In 2005, Mississippi piloted a statewide articulation process for high schools, community colleges, and junior colleges that included career and technical courses in five areas. Once students complete the courses, they take the Mississippi Career Planning and Assessment, a statewide occupational-based assessment. This assessment system ensured that all statewide articulation agreements had the same learning objectives.

In 2007, a comprehensive statewide articulation process emerged through reviewing local articulation agreements with fifteen community and junior college districts and the Tech Prep Coordinator. The reviewed information resulted in a combined list created and reviewed by the Mississippi State Department of Education personnel, college deans, community college career, and high school instructors. Students receiving articulated credits completed the program with 80% or higher on the Mississippi Client Assist Programs (MS CAPS). Within the next 18 months, the students were able to complete an application for articulated credits at the community or junior college level (King & West, 2009). At least one of the thirty-three high school programs and 50 community college courses, including the statewide articulation agreement aligned with a community or junior college.

Stern (2016) stated that previous studies revealed mixed results on the effectiveness of

articulation agreements on transfer rates for community college students, although evidence showed that they may still play an integral role in the transfer process and potentially have significant effects on bachelor's degree attainment (Roksa, 2009; Roksa & Keith, 2008). Additionally, Dowd et al. (2013) argued that “articulation agreements themselves might not be sufficient, but that faculty members acting as transfer champions could have a tremendous impact on improving transfer access” (p. 4). Articulation agreements between a secondary high school and a community college allowed high school students to attend college courses.

2.3.8.2 Articulation Agreements with Four-year Institutions

Community colleges continue to provide educational resources for their students and the surrounding communities. Articulation agreements between the community college and four-year colleges and universities took a great deal of time and input from various departments on campus, including student services, educational affairs, and faculty. Community colleges inquired if articulation agreements were needed for their students. The development team of individuals from the community college and university discussed curriculum, course equivalences, course sequencing, and scheduling.

In creating an articulation agreement, not only did the institutions provide students with a roadmap to successful completion and transfer, they allowed the students to select a program that was right for them. AACRAO (2019) stated “that students would know what courses to take at each college, how many of the specific courses would transfer, and how each would apply toward various majors, minors, and general education requirements” (p. 5). Articulation agreements provided junior and senior-level course needs to consider for the four-year institution's provisions. Cohen et al. (2014) stated that in some states, “articulation boards reviewed non-credit offerings as well as credit courses and acted to discourage conversational

language offerings in two-year colleges' community education programs because those courses were considered the domain of the senior institution” (p. 284).

Crucial developments led to a comprehensive guide to allow students to transfer to a four-year institution without problems. Stern (2016) wrote that along with the increase in enrollment at community colleges, it was essential to direct efforts for students to transfer to an institution to obtain a bachelor's degree. This report, completed in thirty states, used articulation agreements to launch the initiative. Ultimately, while articulation agreements did not significantly effect transfer rates, they were found to have significant and positive effects on a bachelor's degree attainment rate (Stern, 2016). The articulation agreement between community colleges and four-year institutions provided guided pathways for students to transfer to obtain a baccalaureate degree and beyond.

2.3.9 Marketing Strategies

Community colleges provide transfer guides and solutions for students transferring to a four-year institution. Community colleges have worked with academic advisors in student services to ensure they communicate with each student upon entering the institution. The academic advisor possesses knowledge about the transferrable programs and courses and articulation agreements established with partnering institutions. Community colleges conduct professional development with Educational Affairs and academic advisors to ensure everyone recognizes program changes.

As a practitioner in a multi campus community college district, the researcher has observed that students often erroneously believe they can advise themselves by reviewing the program sheet or listening to a family member. The researcher noted that when community colleges conducted student orientations at the beginning and end of each semester, this helped

students develop a clear path to completion. Community colleges offered an orientation each semester to provide an understanding of academic advising, articulation agreements, catalogs, and program sheets. It also served as a guide to transfer to a four-year institution and partnership developments with four-year institutions.

Community colleges communicated with students to ensure they understood the benefits of transferring. Cohen (1985) reported that “more than 40% of the students indicated that they were not aware of such college services as academic or career counseling, honors programs, orientation for potential transfer students, or senior college application workshops” (p. 11). These students did not communicate with their instructors or advisors. The students interested in transferring were full-time, younger, and aspired to seek a postsecondary or professional degree. The students with the highest participation rate—Asian and White—were encouraged and motivated to transfer and seek assistance, while African American students had the lowest participation.

Community colleges identified methods to stay in contact with potential incoming students and students who wished to transfer after entering the institution. Institutions tried to refrain from canceling higher-level courses even due to low enrollment. When institutions did so, it affected the students’ completion goals, so they had to make sure transfer and college requirements were corrected and frequently updated.

Handel (2010) found that transferring from a community college to a four-year institution is not smooth and that system issues cause unnecessary difficulties. Community colleges held the key to students’ success in transferring and building relationships with the four-year institution. Community colleges guarantee that their course offerings, course descriptions, and program guides align with the four-year institutions. Students are prepared to transfer and willing to make

additional sacrifices to complete the bachelor's degree. They were improving the community college transfer system within an institution by boosting and establishing resources for motivated students and encouraging students to complete their degrees at the four-year institution.

2.3.10 Transfers to Historically Black Colleges and Universities

HBCUs have created articulation agreements with other institutions of higher learning. Bethune-Cookman University, a private HBCU in Daytona Beach, Florida, founded in 1904, signed its first partnership agreement with Florida Gateway College. This agreement helped students earn an associate degree and transfer to complete a bachelor's degree in one of over forty majors at Bethune-Cookman. Students transferring from Florida Gateway College were eligible for early registration, application fee waivers, scholarship opportunities, and discounted tuition at Bethune-Cookman University. Jason E. Glenn, Vice Present for Student Affairs and Operations at Bethune-Cookman University, stated, "When you have two educational institutions working together to serve students, the opportunities [are] endless" ("Bethune-Cookman University Signs," 2018).

Collectively, HBCUs succeeded despite inadequate funding, low enrollment, segregation, and other challenges these institutions experienced, unlike the predominantly White institutions of higher education. They committed to educating students of all ethnic and racial groups and students from underserved communities due to finances or lack of academic preparedness. Many HBCU alums received work opportunities as doctors, lawyers, civic and military leaders, educators, scientist designers, and entertainers. HBCUs established articulation agreements with other four-year and two-year institutions, resulting in a high number of students in careers as doctors, lawyers, and leaders in their communities.

2.3.11 Overview of the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program

The HBCU Transfer Program developments offer smooth and seamless transfer pathways from CCC to partnered HBCUs. Students preparing to transfer to the UC or the CSU systems are also eligible for admissions targeting HBCUs. On March 17, 2015, under the leadership of Chancellor Brice Harris, the California Community College System signed an articulation agreement linking California's 112 community colleges with nine Historically Black Colleges and Universities: Bennett College in Greensboro, North Carolina; Dillard University in New Orleans; Fisk University in Nashville; Lincoln University of Missouri in Jefferson City; Stillman College in Tuscaloosa, Alabama; Talladega College in Talladega, Alabama; Tuskegee University in Tuskegee, Alabama; and Wiley College in Marshall, Texas. In an article by Stinson (2015) published by Community College Journal, Chancellor Brice Harris stated:

I do have a strong feeling that both public and private institutions of all shapes and sizes should be available to California community college students. When looking especially at our students of color, one wants to make certain they know that they have options beyond the traditional ones here in California. (para. 3)

Stinson (2015) shared that the California Community Colleges and HBCUs Signed Transfer Agreement was a prime opportunity to help more students of color transfer to four-year institutions, entering unique partnerships with nine HBCUs. The institutional enrollment managers at partnered HBCUs noticed the importance of seeking students to transfer to the community college. Davis Page, Vice President for the Enrollment Management office at Dillard University, an HBCU, described the HBCU Transfer Guarantee Program as "a win-win" looking to increase enrollment opportunities, including transferring students (Roach, 2015, para.8). The

agreement allowed for increased campus diversity at HBCUs like Tuskegee by recruiting students from various racial and ethnic backgrounds.

The objective of the HBCUs Transfer Program with the development of Transfer Guarantee Agreements (TAG/ TAGs) was to facilitate a smooth transition for students from all California Community Colleges and HBCU partners. These agreements simplified the transfer process and reduced students' need to take additional courses, thereby reducing the time to degree completion with cost savings (California Community College, 2019). The HBCU Transfer Program Agreement established for students, especially African Americans, provided essential opportunities to obtain a baccalaureate degree and save money.

2.3.11.1 California Community Colleges Historically Black College and Transfer

Guarantee Program Participating Colleges

This single case study involved two participating higher education sectors, CCCs and HBCUs. The sample involved institutions with a higher number of students transferring from the CCC system and HBCUs receiving those students. Five years after establishing the HBCUs Transfer Program, the number of participating HBCUs had increased to 38 institutions. The participating HBCU institutions (California Community Colleges, 2021a) are displayed in Table 2.1.

Table 2.1. Participating Historically Black Colleges and Universities

Participating HBCU Institutions	Participating HBCU Institutions
Alabama State University, Montgomery, Alabama	Lane College in Jackson, Tennessee
Arkansas Baptist College, Little Rock, Arkansas	Lincoln University of Missouri in Jefferson City, Missouri*
Benedict College in Columbia, South Carolina	Lincoln University of Pennsylvania in Oxford, Pennsylvania

Bennett College in Greensboro, North Carolina*	Mississippi Valley State University in Itta Bena, Mississippi
Bethune-Cookman University, Daytona Beach, Florida	North Carolina Central University in Durham, North Carolina
Bowie University, Bowie, Maryland	Philander Smith College in Little Rock, Arkansas*
Central State University, Wilberforce, Ohio	Shaw University in Raleigh, North Carolina
Claflin University, Orangeburg, South Carolina	Southern University and A&M College in Baton Rouge, Louisiana
Clark-Atlanta University, Atlanta, Georgia	Stillman College in Tuscaloosa, Alabama*
Clark-Atlanta University, Atlanta, Georgia	Talladega College in Talladega, Alabama*
Dillard University, New Orleans, Louisiana *	Tennessee State University in Nashville, Tennessee
Edward Waters College, Jacksonville, Florida	Texas Southern University in Houston, Texas
Fisk University, Nashville, Tennessee*	Tougaloo College in Tougaloo, Mississippi
Florida Memorial University, Miami Gardens, Florida	Tuskegee University in Tuskegee, Alabama*
Fort Valley State University, Fort Valley, Georgia	Virginia State University in Petersburg, Virginia
Grambling State University, Grambling, Louisiana	West Virginia State University in Institute, West Virginia
Harris-Stowe State University in St. Louis, Missouri	Wiley College in Marshall, Texas*
Huston-Tillotson University, Austin, Texas	The Xavier University of Louisiana in New Orleans, New Orleans

Note. Source: California Community Colleges (2021a) Partner Schools *Are the original nine partnered HBCUs

There are 116 California Community Colleges, representing 73 districts in the state of California. California Community Colleges participating institutions are displayed in Table 2.2.

Table 2.2. California Community Colleges Participating Institutions

Participating Institutions	Participating Institutions
Allan Hancock College, Santa Maria, CA	Los Angeles Harbor College, Wilmington, CA
American River College, Sacramento, CA	Los Angeles Mission College, Sylmar, CA
Antelope Valley College, Lancaster, CA	Los Angeles Pierce College, Woodland Hills, CA
Bakersfield College, Bakersfield, CA	Los Angeles Southwest College, Los Angeles, CA
Barstow Community College, Barstow CA	Los Angeles Trade-Tech College, Los Angeles, CA
Berkeley City College, Berkeley, CA	Los Angeles Valley College, Valley Glen, CA
Butte College, Oroville, CA	Los Medanos College, Pittsburg, CA
Cabrillo College, Aptos, CA	Mendocino College, Ukiah, CA
Calbright College, Online	Merced College, Merced, CA
Canada College, Redwood City, CA	Merritt College, Oakland, CA
Cerritos College, Norwalk CA	Miracosta College, Oceanside, CA
Cerro Coso Community College, Ridgecrest, CA	Mission College, Santa Clara, CA
Chabot College, Hayward, CA	Modesto Junior College, Modesto, CA
Chaffey College, Rancho Cucamonga, CA	Monterey Peninsula College, Monterey, CA
Citrus College, Glendora, CA	Moorpark College, Moorpark, CA
City College of San Francisco, San Francisco, CA	Moreno Valley College, Moreno Valley, CA
Clovis Community College, Fresno, CA	Mt. San Antonio College, Walnut, CA
Coastline Community College, Fountain Valley, CA	St. San Jacinto College, San Jacinto, CA
College of Alameda, Alameda, CA	Napa Valley College, Napa, CA
College of Marin, Kentfield, CA	Norco College, Norco, CA
College of San Mateo, San Mateo, CA	Ohlone College, Fremont, CA

College of the Canyons, Santa Clarita, CA	Orange Coast College, Costa Mesa, CA
College of the Desert, Palm Desert, CA	Oxnard College, Oxnard, CA
College of the Redwoods, Eureka, CA	Palo Verde College, Blythe, CA
College of the Sequoias, Visalia, CA	Palomar College, San Marcos, CA
College of the Siskiyous, Weed, CA	Pasadena City College, Pasadena, CA
Columbia College, Sonoma, CA	Porterville College, Porterville, CA
Compton College, Compton, CA	Reedley College, Reedley, CA
Contra Costa College, San Pablo, CA	Rio Hondo College, Whittier, CA
Copper Mountain College, Joshua Tree, CA	Riverside City College, Riverside, CA
Cosumnes River College, Sacramento, CA	Sacramento City College, Sacramento, CA
Crafton Hills College, Yucaipa, CA	Saddleback College, Mission Viejo, CA
Cuesta College, San Luis Obispo, CA	San Bernardino Valley College, San Bernardino, CA
Cuyamaca College, El Cajon, CA	San Diego City College, San Diego, CA
Cypress College, Cypress, CA	San Diego College of Continuing
Deanza College, Cupertino, CA	San Diego Mesa College, San Diego, CA
Diablo Valley College, Pleasant Hill, CA	San Diego Miramar College, San Diego, CA
East Los Angeles College, Monterey Park, CA	San Joaquin Delta College, Stockton, CA
El Camino College, Torrance, CA	San Jose City College, San Jose, CA
Evergreen Valley College, San Jose, CA	Santa Ana College, Santa Ana, CA
Feather River College, Quincy, CA	Santa Barbara City College, Santa Barbara, CA
Folsom Lake College, Folsom, CA	Santa Monica College, Santa Monica, CA
Foothill College, Los Altos, CA	Santa Rosa Junior College, Santa Rosa, CA
Fresno City College, Fresno, CA	Santiago Canyon College, Orange, CA
Fullerton College, Fullerton, CA	Shasta College, Redding, CA
Gavilan College, Gilroy, CA	Sierra College, Rocklin, CA
Glendale Community College, Glendale, CA	Skyline College, San Bruno, CA
Golden West College, Huntington Beach, CA	Solano Community College, Fairfield, CA

Grossmont College, El Cajon, CA	Southwest Community College, Chula Vista, CA
Hartnell College, Salinas, CA	Taft College, Taft, CA
Imperial Valley College, Imperial, CA	Ventura College, Ventura, CA
Irvine Valley College, Irvine, CA	Victor Valley College, Victorville, CA
Lake Tahoe Community College, So. Lake Tahoe, CA	West Hills College Coalinga, Coalinga, CA
Laney College, Oakland, CA	West Hills College Lemoore, Lemoore CA
Las Positas College, Livermore, CA	West Los Angeles College, Culver City, CA
Lassen College, Susanville, CA	West Valley College, Saratoga, CA
Long Beach City College, Long Beach, CA	Woodland Community College, Woodland, CA
Los Angeles City College, Los Angeles, CA	Yuba College, Marysville, CA

Note: California Community Colleges Chancellor’s Office (2024a) Alphabetic Listing of

Community Colleges

2.3.11.2 California Community Colleges Historically Black Colleges and Universities

Transfer Guarantee Program Policies

The HBCU Transfer Guarantee followed the AACRAO guide for enrollment agreements and guaranteed admissions. The agreement provided a student's admissibility until the student completed a set of requirements at one institution and moved to the next institution. Students meeting the “Guaranteed Admission requirement” obtained an academic credential such as an associate degree. The institution guaranteed the student’s admission and specified programs based on the agreement. It did not guarantee student admission into all programs. If the student showed interest in entering another program, the student would need to meet the requirements by taking additional coursework.

This agreement is believed to be the first in which students completing an associate degree with a GPA of 2.5 or better were guaranteed admission into the incoming HBCU as a

junior (Roach, 2015). The agreement allowed transfer students who maintained a GPA of 3.2 or higher an opportunity for transfer scholarships, pre-admission advising, and priority enrollment and consideration for housing (Roach, 2015).

The CCCs, as part of a state system, followed the policies aligned with the University of California and California State University. By completing the Intersegmental General Education Transfer Curriculum requirements (known as IGETC and accepted at both the University of California and the California State University) or the California State University General Education Breadth pattern (known as CSU GE) and obtaining a transfer-level associate degree (60 units) with a 2.5 or higher-grade point average, students were guaranteed admission with junior standing to participating HBCUs. (California Community Colleges Chancellor's Office, 2020). Many students opted to transfer with 30 or more University of California or California State University transferable units and a 2.5 or higher-grade point average. Each unit was accepted for general education, pre-major, or elective courses.

The HBCU Transfer PowerPoint (California Community Colleges, n.d.) stated that HBCUs typically are much smaller in student size than other California public institutions. Most classes were taught by professors rather than teaching assistants, which helps to nurture a supportive academic environment. Moreover, at HBCUs, there were more opportunities for student leadership development. The tuition costs of HBCUs are a fraction of the cost of four-year institutions in California, especially at private schools. Students have an opportunity to receive in-state tuition at several partnered HBCUs.

2.3.12 Overview of the Conceptual Framework

The Hanover Report (2013) was a comprehensive report that provided recruitment for best transfer and marketing strategies. The proposed study is to be conducted on the HBCUs

Transfer Program and uses concepts from it, which serves as the conceptual framework for this study. The Hanover Report recommended five best practices for four-year colleges and universities to use when recruiting community college students. The Hanover Report practices include:

1. Start recruitment efforts early- Cultivate and engage students who may be a good fit for institutions even if the community student has determined a four-year institution an option.
2. Work extensively with community colleges- Establish relationships with local community colleges and have advisors regularly visit community college campuses to establish a presence. These representatives can also communicate to students what requirements they must fulfill to be eligible to transfer.
3. Allow for quick admission decisions- Allow counselors to make instantaneous decisions about transfer student admission. Quick decisions can also mean a condensed transfer-specific recruitment plan.
4. Promote transfer-specific services- Highlight dedicated resources for transfer students on institutional websites when speaking with potential transfer students, and during orientation to make the transfer process more accessible.
5. Transfer credit evaluation policies - The Hanover Report identified five marketing strategies for targeting community college students.
 - a. Annual open houses on campus for students from community colleges and visits to community colleges on an ongoing basis to answer potential transfer student questions about the college, transfer admissions requirements, and the application process.

- b. Commit to meeting low- and moderate-income transfer students' financial needs through a mix of grants and work-study. Aim to allow most students to graduate with little or no debt.
- c. Perform early "reads" on financial aid applications to help prospective transfer students make informed decisions.
- d. Hold a monthly "campus day" for interested community college students and counselors. Cover admissions, financial aid, and academic counseling topics, and provide a campus tour. Hold a yearly "campus day" for admitted transfer students and their families.
- e. Promote transfer-friendly services when marketing to transfer students. Services of interest may include on-campus childcare and transfer student lounges for those commuting. Also, research finds that institutions should consider transfer student families when marketing to these students. Family support is crucial for community college transfer.

According to the Hanover Report (2013) four-year institutions understood their strategic techniques, different processes for recruiting community college transfer students, and the recruitment approach for community college students that differed from the high school students.

The Hanover Report stated that:

"transfer students were typically more focused than incoming freshmen. Transfer students were found to be more concerned with whether their courses would transfer and what type of academic and career counseling would be available to them at four-year universities." (p. 5)

Understanding the recruitment processes increased the pipeline of potential transfer student applicants from the community college sector. Typically, community college students interested in transferring were not recruited. Recruiters do not have a standard guide to use when recruiting community college students but did refer to guidelines when they recruited high school students. The lack of a specific plan to recruit community college students may explain the inconsistency in how four-year colleges address the recruitment of community college students. Community colleges often drive the transfer process by allowing students to consider four-year institutions to further their educational goals of obtaining a bachelor's degree.

The Hanover Report (2013) stated that establishing recruitment efforts is a process that should have been started early in the students' careers. Before a student expresses interest in transferring, four-year institutions already need to begin engaging students at the community college, following the same four-year institution's recruitment strategy for high school students. Community colleges and four-year institutions had opportunities to identify students in dual enrollment and early college interested in transferring credits. Community colleges embraced dually enrolled and early college students as transfers to four-year institutions right after high school. Those students had the opportunity to complete courses at a community college and visit four-year institutions for additional study programs. Students who transferred from a community college needed additional support to ensure credits transferred, articulation agreements were still valid, and other services met their needs. To increase student interest, four-year institutions needed market campaigns, open houses, and financial aid workshops to increase student transfers.

2.4 Section IV: The Researcher Synthesized the Findings from the Literature Review and Identified the Gaps or Inconsistencies in the Existing Research

2.4.13 Summary of Chapter

This study explored the progress of the HBCUs Transfer Program and its efforts to educate students about transfer opportunities at HBCUs. Chapter 2 included a discussion of the description of the chapter's contents. Areas of focus within the literature review included the history of American Community Colleges, a description of CCCs, the HBCUs' overview of transfer issues, best practices, and the HBCUs Transfer Program. These areas of focus identified the problems surrounding community college transfer.

The literature review explored previous research on HBCUs and community college benefits for community college students. Also, it addressed student challenges, barriers, and disparities among college transfer students, articulation agreements, strategies, transfer to HBCUs, and the history of the HBCU Transfer Program policies.

The reviewed literature addressed the challenges that community college students faced when transferring to four-year institutions. Historically and in the present, the literature reveals that not much has changed in educating and providing support for transfer students.

The literature review further revealed how HBCUs have provided a rich education to African American students when no other institution wanted to serve them. HBCUs, similar to community colleges, serve a diverse population of students from a variety of socioeconomic conditions and underserved populations.

The analysis of the literature reviewed demonstrates the absence of in-depth research on the transfer of community college students to HBCUs. The Hanover Report identified best practices to support four-year institutions seeking to strategically plan for targeting, marketing to,

and recruiting transfer students from community colleges. The current study will use the best practices and marketing strategies identified in the Hanover Report to investigate transfer agreements between CCCs and HBCUs.

Chapter 2 of this dissertation explored the HBCU Transfer Program, shedding light on its endeavors to inform students about transfer opportunities at HBCUs. The chapter commences with the history of American community colleges, a description of the CCC system, the history of HBCUs, best practices, and a detailed analysis of the HBCU Transfer Program.

Through these focal points, the literature review identified and addressed the challenges inherent in the transfer process from community colleges. The historical backdrop of American community colleges and the specific landscape of CCC set the stage for understanding the intricacies of transfer issues. The literature review scrutinized the transfer landscape, encompassing articulation agreements, strategies, and the historical context of the HBCU Transfer Program policies. Emphasis was placed on discerning the problems faced by community college students during the transfer process, as well as the persistent challenges and disparities faced by these students, both historically and in contemporary times.

The literature underscores the unchanging nature of the support for transfer students, revealing a consistent lack of significant improvement in the education and support offered to those transitioning from community colleges to four-year institutions. Notably, the literature underscores the crucial role played by HBCUs in providing quality education to African American students when other institutions were reluctant to serve them. Drawing parallels between HBCUs and community colleges, the review emphasizes their shared commitment to catering to a diverse student population, including those from various socioeconomic backgrounds and underserved communities.

Despite the wealth of information available, the literature review needs to include more in-depth research specifically focused on transferring community college students to HBCUs. The researcher used the Hanover Report as a conceptual framework to guide this study's investigation and introduce a valuable resource that identified best practices for strategic planning, targeting, marketing, and recruiting transfer students from community colleges to four-year institutions. Building on these best practices and marketing strategies, the current study investigated transfer agreements between CCC and HBCUs, contributing to the existing body of knowledge and potentially informing future policy and program development in this realm.

Chapter 3 - Methodology

Chapter 3 of this dissertation describes the methodology employed to investigate the research questions and achieve the purpose of the study. The specific contents of this chapter include the purpose of the study, research questions, research methodology and rationale for the qualitative design, participants, data collection, interviews, interview protocols, document review, data analysis, ethical consideration, trustworthiness, triangulation, member checking, connoisseurship, confidentiality, and summary. By providing a comprehensive overview of the methodological approach, including its rationale and alignment with the study's research questions and conceptual framework, this chapter aims to furnish readers with a clear understanding of the systematic framework guiding the research process. Through a meticulous exposition of the methodology, this chapter aims to showcase the conscientiousness and validity of the study's investigative methods, facilitating a clear foundation for interpreting and analyzing the ensuing findings.

3.1.13.1 Purpose of the Study

The purpose of this study was to explore constituent perspectives of the California Community College Historically Black Colleges and Universities Transfer Guarantee Program. The researcher queried representatives from participating community colleges and HBCUs regarding their perspectives of the program. The California Community Colleges College Historically Black Colleges and Universities Transfer Guarantee Program's goal is to educate students about additional transfer opportunities at these institutions and develop pathways that will ultimately increase baccalaureate degree attainment.

3.1.13.2 Research Questions

Three central research questions guided this investigation:

- 1) How do participants describe the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program in providing California Community College students additional transfer opportunities at HBCUs?
- 2) How do participants describe the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program in developing pathways to increase baccalaureate degree attainment?
- 3) How did participants' descriptions of the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program align with the recommended practices in the 2013 Hanover Research Report *Strategies for Recruiting Community College Transfer Students*?

3.2 Research Methodology and Rationale

The study adopted a qualitative research design to explore and understand participants' perspectives of the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program. A qualitative methodology was employed due to its suitability in capturing the depth and context of human experiences and perspectives.

The qualitative research design provided a process wherein the researcher could ask participants direct questions rather than rely on questionnaires (Creswell, 2014). This qualitative research design focused on data collection, analysis, and writing and was implemented throughout the study (Creswell, 2014, p. 187). The collection of information through this method allowed for gathering information from multiple sources to understand the problem's meaning based on the participants' perspectives.

3.3 Participants

The participants of this study were selected from participating institutions from the

California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program. The researcher used purposeful sampling to select participants for the study (Creswell, 2014). The researcher contacted administrators from each institution, including Strategic Enrollment Management Officers or equivalent, Presidents, Transfer Deans, and Deans of Students. The purposeful sampling allowed the researcher to identify and select individuals knowledgeable about the HBCU Transfer Program at their respective institutions. The participant's institutions were chosen from the CCC system, with a significant number of students transferring to the participating HBCUs receiving those students. The HBCUs representatives were selected from the partnered HBCUs.

The researcher reviewed the CCC website Alphabetic Listing of Community Colleges and selected a college. Once on the CCC website, the researcher selected Quick Links to search for the directory. When on the Employee Directory page, the researcher typed in keywords to include transfer counselor, president, enrollment manager, admissions director, and counselor. After each search, a name or list would appear. The researcher copied and pasted the individual's name, email, phone extension, department, and title onto an Excel spreadsheet. The researcher sent an email to each individual or group to the email provided. The email included a brief description of the study in the body of the email. Along with four attachments to include IRM Exempt, Tynisha McGee Interview Packet (The researcher profile, brief of the study, KSU Informed Consent Template Form, IRB Proposed Interview Questions (Appendix A), and Citi Program Certificate), IRB Proposed Interview Questions, and KSU Informed Consent Form.

If an email or phone number was not provided, the researcher called the phone number to ask for the transfer counselor, president, enrollment manager, admissions director, and counselor at the CCC. The researcher also used a Facebook group to post a message if anyone worked at a

CCC or HBCU that would be interested in participating. No one responded to that post. The researcher's friend recommended that someone participate in the study. However, this individual was uncomfortable with the idea and referred someone else for the study participants who agreed to participate.

The researcher reviewed the HBCU Transfer Program website and clicked partnered HBCU. Each HBCU is listed by school. The researcher clicked on each school's site. Then, the researcher searched the employee directory page. If the directory was unavailable, the researcher typed in keywords to include the president, enrollment manager, admissions director, and academic advisor. After each search, a name or list would appear. The researcher copied and pasted the individual's name, email, phone extension, department, and title onto an Excel spreadsheet. The researcher then sent each individual or to the group email provided. The email included a brief description of the study in the body of the email. Along with four attachments to include IRM Exempt, Tynisha McGee Interview Packet (The researcher profile, brief of the study, KSU Informed Consent Template Form, IRB Proposed Interview Questions, and Citi Program Certificate), IRB Proposed Interview Questions, and KSU Informed Consent Form.

If an email was not provided, the researcher called the phone number to ask for the president, enrollment manager, admissions director, and academic advisor. The researcher noticed that some information on the HBCU's websites needed to be updated, and emails were returned from individuals no longer at the institutions. The researcher posted on a Facebook group for anyone who worked at a CCC or HBCU interested in participating in the study. Unfortunately, no one responded to the post. The researcher contacted friends and family if they knew someone who worked at either institution. The researcher's friend recommended someone for the study, but that person needed to be more comfortable participating and referred another

person who agreed to participate.

A total of eight community college representatives and two HBCU representatives agreed to participate in the study. Participants and institutions were assigned fictitious names. The listing of the participants engaged in the study and the assigned fictitious names are displayed in Table 3.1.

Table 3.1. Participants in the Study

Fictitious Name	Institutional Sector	Fictitious Institutions
Alpha	CCC	Greenfield Community College
Beta	CCC	Castleton Community College
Gamma	CCC	Federal Community College
Delta	HBCU	Troupe University
Epsilon	HBCU	Artesian College
Zeta	CCC	Grand Community College
Eta	CCC	Woodmont Community College
Theta	CCC	Brackett Community College
Iota	CCC	Madison Community College
Kappa	CCC	Green Community College

The confirmed participants responded via email agreeing to participate in the study. The researcher provided a list of available interview dates. The participant responded with the best available date for their interview. The researcher created and distributed a zoom link for the scheduled meetings.

3.4 Data Collection

The data collection process for this study consisted of two steps: semi-structured interviews and document review.

3.4.14 Interviews

Semi-structured interviews, with open-ended questions, were used to conduct interviews. According to Adams (2015), semi-structured interviews are superbly suited for qualitative research. The interview questions included in this study were derived from the research questions and the best practice concepts extracted from the Hanover Research Report *Strategies for Recruiting Community College Transfer Students*. Due to the travel restrictions brought about by COVID-19, the researcher conducted virtual interviews. The researcher took notes during the interview and audiotaped all interview sessions. After completing the interviews, the researcher transcribed three interviews manually. The remaining interviews, the researcher used Otter.ai for transcription.

3.4.15 Interview Protocols

The researcher used the Four-Phase Process of Interview Protocol Refinement created by Castillo-Montoya (2016). This model consists of procedures that align the interview questions, construct inquiry-based conversations, provide feedback on interview protocols, and pilot interview results. The four phases of the interview process were as follows:

1. Ensuring interview questions align with research questions and conceptual frameworks- The researcher provided the alignment of research and interview questions. The conceptual framework was also used to create the interview questions.
2. Constructing an inquiry-based conversation. The researcher used an inquiry-based set of interview questions to learn about participants' perspectives about the transfer program.
3. Receiving feedback on interview questions- The researcher received feedback from participants regarding the interview questions. The input (member checking) allowed

the participants to inform the researcher if the questions were understandable. The researcher used member checking after each interview.

4. Piloting the interview questions- The researcher examined the questions to ensure clarity, understanding, and whether participants could answer without problems (Castillo-Montoya, 2016). The researcher conducted a pilot interview with a community college professional to examine the clarity and content of the interview questions. The pilot interview allowed the researcher to "test the appropriateness of the questions and provide the researcher with early suggestions on the viability of the research" (Majid et al., 2017, p. 6). The feedback from this pilot interview was used to refine the interview questions.

Each participant was emailed the open-ended questionnaire and scheduled interview date and time before the interview. The data collected from each interview with participants used Zoom video conferencing and a recording device. On two occasions during the interview, the Zoom video conference system failed. At that time, the interview was conducted via telephone conversation using the speakerphone and recording device.

The researcher used the Hanover Report and the research questions to develop interview questions designed to query participants about the progress of the HBCUs Transfer Program. The alignment of the interview questions, research questions, and conceptual framework are displayed in Table 3.2.

Table 3.2. Interview Questions, Research Questions, and Conceptual Framework Alignment

Interview Questions	Research and Conceptual Alignment Component
1. Please describe your understanding of the goals of the California Community Colleges	<ul style="list-style-type: none"> • HBCU Transfer Program Goal • Research question 1

Historically Black Colleges and Universities Transfer Guarantee Program.	
2. How has the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program provided additional transfer opportunities to HBCUs for students?	<ul style="list-style-type: none"> • HBCU Transfer Program Goal • Research question 1
3. How has the program developed pathways that will ultimately contribute to an increase in baccalaureate degree attainment?	<ul style="list-style-type: none"> • HBCU Transfer Program Goal • Research question 2
4. Tell me about early recruitment practices for community college students to HBCUs.	<ul style="list-style-type: none"> • Hanover Report • Research question 3
5. Tell me about early recruitment practices at HBCUs to community colleges.	<ul style="list-style-type: none"> • Hanover Report • Research Question 3
6. Tell me about the relationships between community colleges and HBCUs.	<ul style="list-style-type: none"> • Hanover Report • Research Question 3
7. Tell me about your understanding of advisors.	<ul style="list-style-type: none"> • Hanover Report • Research Question 3
8. How do community colleges make admission decisions?	<ul style="list-style-type: none"> • Hanover Report • Research Question 3
9. Tell me about the role of counselors in making quick enrollment decisions for students.	<ul style="list-style-type: none"> • Hanover Report • Research Question 3
10. Tell me about transfer-specific services.	<ul style="list-style-type: none"> • Hanover Report • Research Question 3
11. Tell me about credit evaluations.	<ul style="list-style-type: none"> • Hanover Report • Research Question 3
12. Tell me about marketing tools at your institution.	<ul style="list-style-type: none"> • Hanover Report • Research Question 3

13. Tell me about services provided to students, especially for low and moderate-income transfer students.	<ul style="list-style-type: none"> • Hanover Report • Research Question 3
14. Tell me about the financial process for transfer students at your institution.	<ul style="list-style-type: none"> • Hanover Report • Research Question 3
15. Tell me about the programs that are available for transfer students.	<ul style="list-style-type: none"> • Hanover Report • Research Question 3

3.5 Document Review

The document review process allowed the researcher to review documents that helped the researcher gain knowledge of the topic under investigation based on institutions' and individuals' information. Letts et al. (2007) stated:

The document review is often used in historical research, which involves studying and analyzing data about past events. The methods used are flexible and open because they aim to learn how past intentions and events were related due to their meaning and value.

Documents were reviewed considering the context within which they were created. (p. 6)

To conduct this investigation, the researcher reviewed the California Community College HBCUs Transfer Guarantee Program agreement and various websites including <https://www.californiacommunitycollegetransfer.com>. The researcher also analyzed the December 2013 Hanover Research Report *Strategies in Recruiting Community College Transfer Students* (Hanover Research, 2013).

3.6 Data Analysis

The researcher manually identified themes as an essential part of the data analysis of this investigation. The data analysis for this study included the following steps: The researcher

organized the data based on interview questions, evaluated the participants' responses, and extracted emergent themes through a manual thematic analysis process. The researcher conducted a thorough and iterative analysis of the data, allowing patterns, concepts, and insights to naturally surface during the coding process.

To assist in the process to identify key themes, the researcher manually tallied the frequency of use of the emergent themes. The researcher manually identified the key themes by counting the frequency of emergent themes appearing three or more times as a method to arrive at a key theme. Throughout the investigation, the researcher remained in control of the data analysis while manually inputting data into Excel, which supported this process (McLafferty & Farley, 2006).

The researcher used Datt and Chetty's (2016) eight-step data collection model to organize and analyze the data. For purposes of this study, the researcher adopted Datt and Chetty's model into the following four steps:

1. Preparation of data allowed the researcher to transform the data before the analysis by clearly defining and justifying the research collected to ensure all data collected was transcribed.
2. Analysis of data was conducted to identify emergent and key theme phrases. Analyzing the data to identify emergent and key themes and phrases defined the theme of analysis by placing participants' responses, researcher's observations, and emergent themes into table formats to display content.
3. Organization of the frequency of use was conducted to identify and place emergent themes into categories. Thematic analysis was the process in which the researcher broke down and analyzed participants' responses (Creswell, 2014, p. 156). The researcher

selected an analytical approach based on inductive and deductive reasoning, and then emergent themes were developed. The emergent themes provided summaries of everything the participants shared during interview questions.

4. Presentation of participants' responses for each interview question displayed results under each theme, supported by participants' responses and researcher's observations (Datt & Chetty, 2016). The researcher showed the results in tables.

3.7 Ethical Consideration

One key aspect of the study's ethical consideration was administrated through the Kansas State University Institutional Review Board (IRB) process. The researcher completed the Collaborative Institutional Training Initiative (CITI) on November 1, 2018, Appendix D. The Interview Protocol is located in Appendix B, detailing the protocol set forth by the researcher. The participants signed the research consent form, which was discussed in detail with all participants in Appendix C. Other ethical considerations guiding the investigation include the validity of the research questions, informed participant consent, and confidentiality of participants.

3.8 Trustworthiness

The researcher established trustworthiness through the use of the following assurances of credibility strategies:

1. Accounted for the researcher's biases that may have influenced the findings.
2. Established meticulous record-keeping, demonstrated a clear decision trail, and ensured interpretations of data were consistent and transparent.
3. Established a comparison case/and sought out similarities and differences across interviews to ensure different perspectives are presented.

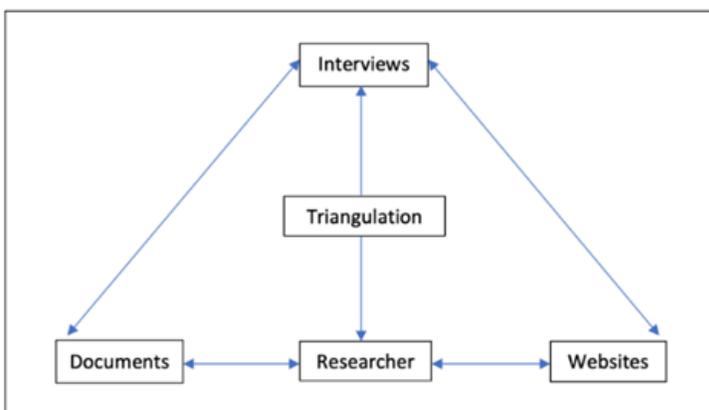
4. Included detailed descriptions of participants' accounts to support findings.

To further establish trustworthiness, the researcher employed triangulation and member checking.

3.8.16 Triangulation

Data source triangulation was used for this study. The researcher utilized different data sources within the same method. The researcher collected data from participants who provided information and their perspectives on the program (Creswell, 1998). Triangulation ensured that the research findings were comprehensive and well-developed. Creswell (2014) stated that the triangulation of sources involved interviewing the primary and secondary participants; each provided information and their perspective on the direct participant in a public setting. The researcher integrated triangulation analysis into the research methodology to show the use of multiple data sources to arrive at the findings. By combining the diverse approach, the researcher sought to cross-verify and corroborate information, minimizing the limitations inherent in a single method. Figure 3.1 displays the connectivity between the data source triangulation analysis.

Figure 3.1. Triangulation Analysis



Note: *Figure 1 represents the author's rendition of the approach used to conduct the document review*

3.8.17 Member Checking

Using member checking after each interview allowed the researcher to check for the interviews' validity, accuracy, and completeness while ensuring the participants' words were correctly captured, verified, and appropriately validated (Morse et al., 2002). During interviews, the researcher also restated or summarized information for the participant and checked the validity of statements for accuracy through questioning.

3.9 Connoisseurship

The word connoisseurship comes from the Latin conserve, “to know” (Eisner, 1998). According to Eisner, connoisseurship can be viewed as the art of appreciation. He wrote: “It can be displayed in any realm in which the character, import, or value of objects, situations, and performances is distributed and variable, including educational practice” (p. 63). Eisner (1976) stated:

a connoisseur of anything- and one can have connoisseurship about anything - appreciate what they encounter in the proper meaning of that word. Appreciation does not necessarily mean liking something, although one might like what one experiences. Appreciation here means awareness and an understanding of what one has experienced. Such awareness provides the basis for judgment. (p.140, para.1)

The researcher, Tynisha McGee, is a native of Detroit, MI. Tynisha has an identical twin sister named Alysha and two younger brothers, Tommie and Aaron. Her parents, Rev. Dr. Tommie Nathan McGee, II (LaDonna) and Krista McGee Champion (Rev. David), who stressed the importance of education, raised her. Tynisha's maternal grandparents, the late Reverend Dr. Lonnie C. and Naomi R. Cash, were instrumental in instilling into Tynisha their love of research and HBCUs. Her paternal grandparents, the late Tommie N. and Priscilla J. McGee, inspired her

to strive for excellence. The researcher followed in the footsteps of her maternal grandparents and attended an HBCU. The researcher continues her commitment to HBCUs by supporting her daughter Madison's current matriculation at an HBCU. After graduation, the researcher continued her affiliation with the HBCU community by active affiliation in the Alumni Association, serving on various committees, boards and through volunteer work.

The researcher has extensive experience as a community college educator, which positions her to have an appreciation for the work of other higher education professionals. As a long-term professional working with adults, she has acquired the necessary communication skills to work effectively with the participants in the study. The researchers' professional experiences have allowed her to collect data and manage resources in the college setting. Further, the researcher has gained extensive skills in using technology, which was significant for conducting this study as the interviews were conducted virtually.

As a community college educator, the researcher has also learned to follow essential data collection steps in carrying out her duties related to student outcomes. The highly disciplined process of collecting and analyzing data for this qualitative study is closely associated with some of the critical functions of the researcher's present job in the student services division. This wealth of practical engagement in numerous initiatives in the community college has provided Tynisha with insights into the intricacies of transfer issues prevalent in community colleges. Through firsthand interaction with faculty and students, she has developed a knowledge base about transfer issues that helped her understand how to navigate the complexities of transferring credits, articulation agreements, and transitioning to four-year institutions. The researcher used her extensive professional background to conduct this qualitative study.

3.10 Confidentiality

To protect the confidentiality of the participants and the schools, fictitious names of the participants and the participating institutions were assigned. In the interview narratives, reference to other institutions and individual names were redacted to further ensure confidentiality.

3.11 Chapter Summary

Chapter 3 outlined the research approach and techniques used to conduct the investigation. This section began with a description of the purpose of the study and the research questions. Then, it moved to a discussion of the qualitative research design, detailing why this approach was chosen and how it aligned with the research and interview questions. The chapter delved into the participant selection process and data collection methods. It also discussed the procedures for data analysis, emphasizing how the researcher gathered information. The last sections of the chapter focused on ethical consideration, trustworthiness, and connoisseurship. Overall, Chapter 3 served as a comprehensive guide to the research methodology, offering a detailed roadmap of the study's success.

Chapter 4 - Findings

Chapter 4 presents the findings from the research. The chapter consists of three sections. The first section of the chapter begins with an overview of the study. The second section displays participants' profiles. The third section displays examples of participants' responses by research questions, for selected interview questions, emergent themes, key themes, a document review analysis and closes with a chapter summary.

4.1 Section I: Overview of the Study

This section of chapter four provides an overview of the components of the study: purpose, research questions, and research design.

4.1.18 Purpose of the Study

The purpose of this study was to explore constituent perspectives of the California Community College Historically Black Colleges and Universities Transfer Guarantee Program. The researcher queried representatives from participating community colleges and HBCUs regarding their perspectives of the program. The California Community Colleges College Historically Black Colleges and Universities Transfer Guarantee Program's goal is to educate students about additional transfer opportunities at these institutions and develop pathways that will ultimately increase baccalaureate degree attainment.

4.1.19 Research Design

A qualitative research design was employed to conduct this study. The researcher queried representatives from eight participating community colleges and two HBCUs regarding their perspectives on the program's progress.

4.2 Section II: Participants' Profiles

The participants in this investigation were representatives from the California Community Colleges System and HBCUs. A total of eight community college representatives and two HBCU representatives agreed to participate in the study. The participants' identities were protected by not using their names or job titles. Each participant was assigned a letter from the first 10 letters of the Greek Alphabet. The Greek Alphabet was used because the researcher is a member of the Divine 9 organization, and fraternities and sororities are essential to campus culture at four-year institutions. Participants represent transfer coordinators and directors, recruiters, admissions directors, administrators, and a college president. Table 4.1 displays a demographic profile of participants in this study.

Table 4.1. Overview of Participant's Profile

Participant Fictitious Name	Institutional Sector	Fictitious Institutions	Gender	Title
Alpha	CCC	Greenfield Community College	Female	Mid-level Administrator
Beta	CCC	Castleton Community College	Female	Mid-level Administrator
Gamma	CCC	Federal Community College	Female	Coordinator
Delta	HBCU	Troupe University	Male	Head Recruiter
Epsilon	HBCU	Artesian College	Female	Director of Admissions and Recruitment
Zeta	CCC	Grand Community College	Female	Counselor, Transfer
Eta	CCC	Woodmont Community College	Female	Senior Administrator
Theta	CCC	Brackett Community College	Female	Transfer Director

Iota	CCC	Madison Community College	Female	Transfer Director
Kappa	CCC	Green Community College	Male	Mid-level Administrator

4.3 Section III: Presentation of Findings by Research Questions and Interview Questions

This section of the study represents the voice of the participants. Each participant was emailed the open-ended questionnaire and scheduled interview date and time before the interview. The data collected from each interview with participants used Zoom video conferencing and a recording device. On two occasions during the interview, the Zoom video conference system failed. At that time, the interview was conducted via telephone conversation using the speakerphone and recording device.

This chapter section is organized in two parts; the first part describes the alignment of research questions and interview questions. The second part of this section of the study presents the findings by research questions and interview questions.

4.3.20 Part 1: Alignment of Research Questions and Interview Questions

Three central research questions guided this study. Table 4.2 shows the alignment of the research questions and corresponding interview questions. The interview questions were derived from the research questions and conceptual framework guiding the investigation. Table 4.2 displays the three research questions and the corresponding interview questions used to query participants' perspectives of the topic under investigation.

Table 4.2. Alignment of Research Questions and Interview Questions

Research Questions	Corresponding Interview Questions
1. How do participants describe the California Community Colleges Historically Black Colleges and	1. Please describe your understanding of the goals of the California Community Colleges

<p>Universities Transfer Guarantee Program in providing California Community College students additional transfer opportunities at HBCUs?</p>	<p>Historically Black Colleges and Universities (HBCU/HBCUs) Transfer Guarantee Program.</p> <p>2. How has the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program provided additional transfer opportunities to HBCUs for students?</p>
<p>2. How do participants describe the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program in developing pathways to an increase in baccalaureate degree attainment?</p>	<p>3. How has the program developed pathways that will ultimately contribute to an increase in baccalaureate degree attainment?</p>
<p>3. How did participants descriptions of the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program align with the recommended practices in the 2013 Hanover Research Report <i>Strategies for Recruiting Community College Transfer Students</i>?</p>	<p>4. Tell me about early recruitment practices for community college students to HBCUs.</p> <p>5. Tell me about early recruitment practices at HBCUs to community colleges.</p> <p>6. Tell me about the relationships between community colleges and HBCUs.</p> <p>7. Tell me about your understanding of advisors.</p> <p>8. How do community colleges make admission decisions?</p> <p>9. Tell me about the role of counselors in making quick enrollment decisions for students.</p> <p>10. Tell me about transfer-specific services.</p>

	<p>11. Tell me about credit evaluations.</p> <p>12. Tell me about marketing tools at your institution.</p> <p>13. Tell me about services provided to students, especially low and moderate-income transfer students.</p> <p>14. Tell me about the financial process at your institution for transfer students.</p> <p>15. Tell me about the programs that are available for transfer students.</p>
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4.3.21 Part 2: Presentation of Findings by Research Questions and Interview

Questions

This section presents a presentation of the findings by research and interview questions.

4.3.22 Findings Research Question 1

The first research question: *How do participants describe the outcomes of California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program's in providing California Community College students additional transfer opportunities at HBCUs?* Two interview questions aligned with research question one:

- a. Please describe your understanding of the goals of the California Community Colleges Historically Black Colleges and Universities (HBCU/ HBCUs) Transfer Guarantee Program.
- b. How has the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program provided additional transfer opportunities to HBCUs for students?

4.3.23 Participants' Responses for Interview Questions

This section provides examples of participants' responses to a selection of six interview questions. This section also provides a list of emergent themes for each interview question followed by the key themes. A full description of participants' responses to all fifteen interview questions, the researchers' observations, emergent and key themes appear in Appendix G.

4.3.23.1 Examples of Participant Responses to Interview Question 1

Interview Question 1: Please describe your understanding of the goals of the Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program.

Examples of participants' responses are presented below:

Alpha: "Creating and improving the pathway was to provide students with another option with this idea of completing their education..."

Beta: "To increase transfer for students to HBCUs, primarily African American students and that any student is interested in transferring..."

Gamma: "The goal of the program is to inform California students of transfer options that they have for transferring to an HBCU. California Community College students, to let them know that there are options beyond just the UC and CSUs and the local schools..."

4.3.23.2 Emergent Themes for Interview Question 1

The intensive review and analysis of the participants' comments for interview question one identified 29 emergent themes covering the range of participant's responses. The emergent themes from this analysis are presented in the list below.

1. Understanding of the goals
2. The agreement provided additional transfer opportunities.
3. The agreement provided additional transfer pathways.

4. Transfer opportunities are available to all students.
5. The transfer agreement provided an additional transfer pathway for African American students and any other student.
6. Additional transfer options
7. Articulation programs to transfer units from CCCs to HBCUs
8. Participants demonstrated enthusiasm for the opportunities provided by the program.
9. Students have the opportunity to attend 4-year institutions outside of California.
10. Additional transfer options for students
11. Seamless transfer process
12. Support from HBCUs for CCC transfer students
13. Knowledge of transfer of the program goals
14. Additional transfer resources for students
15. Statewide system support to local CCCs
16. Streamlined transfer process
17. Decreased time to transfer from CCC to 4-year institution
18. Guaranteed admission spots when transferring
19. Understanding of transfer goals
20. Increased enrollment in HBCUs
21. Opportunities for students to attend universities out of the state
22. Provided additional transfer resources for students.
23. Increased student awareness of transfers
24. Holistic support systems at HBCUs
25. Understanding of the relevance of the transfer program

26. Understanding of the goals of the transfer program
27. Transfer pipeline for CCC African American students
28. Validation of HBCU curriculum and experience
29. Understanding of transfer credits

4.3.23.3 Key Themes for Interview Question 1

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. The statement below represents the key theme revealed through this analysis for interview question one.

The goals of the HBCU Transfer Program were understood by the participants.

4.3.24 Findings Research Question 2

The second research question: How do participants describe the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program in developing pathways to increase baccalaureate degree attainment? One interview question aligned with research question two:

How has the program developed pathways that will ultimately contribute to an increase in baccalaureate degree attainment?

4.3.24.1 Examples of Participants' Responses to Interview Question 3

Interview Question 3: How has the program developed pathways that will ultimately contribute to an increase in baccalaureate degree attainment?

Examples of participants' responses are presented below:

Zeta: ““Like, I love that there are nursing programs available at some of these HBCUs that that provide, you know, solid, even guaranteed options for students because it's just so scarce

out here...”

Theta: “I think a lot of it's about increasing access for students that, you know, may not be able to get into that first-choice program in California are looking for a different experience and a different environment in which to study...”

4.3.24.2 Emergent Themes for Interview Question 3

The intensive review and analysis of the participants’ responses for interview question three, identified 37 themes covering the range of participant’s responses. The emerging themes from this analysis are presented in the list below.

- 1) Understanding of the goals of the program
- 2) Understanding of the unit transfer process
- 3) Alignment of CCC programs with HBCU curriculum
- 4) Additional transfer opportunities
- 5) Support from the CCCs to enhance the transfer process to HBCUs
- 6) Increased transfer options
- 7) Comprehensive understanding of the goals
- 8) Improved the transfer process for African American students
- 9) Similar transfer and graduation goals between HBCUs and the CCC
- 10) Increased transfer pathways to the HBCU
- 11) Understanding of the goals of the program
- 12) Potential to increase graduation rates for African American students
- 13) Additional transfer opportunities for African American students
- 14) Increased exchange of information between HBCUs and CCCs
- 15) Increased number of participating HBCUs

- 16) Understanding of the goals
- 17) Increased understanding of the programs at CCCs and HBCUs
- 18) Opportunities to expand the development of pathways from CCs to HBCUs
- 19) Alignment of curriculum between the CCC and HBCUs
- 20) Understanding of impacted programs in specialized areas
- 21) Provided additional transfer opportunities
- 22) Exposure and awareness of additional programs that students could easily transfer into
- 23) Opportunities for students to identify transfer resources
- 24) Transfer Pathways based on major
- 25) Awareness of the transfer resources for CCC transfer students at HBCUs
- 26) Increased access to HBCUs
- 27) Understanding of the goals
- 28) Support for program pathways from CCCs to HBCUs
- 29) Early recruitment opportunities
- 30) Support of the CCC of non-traditional students
- 31) Holistic support available to CCC students at HBCU
- 32) Transfer pathways identified from CCCs to HBCUs
- 33) Understanding of the participation criteria
- 34) Career pathways pipeline for CCC students
- 35) Understanding of financial challenges at private HBCUs
- 36) Holistic support services available at HBCUs
- 37) Early exposure to graduate level education opportunities

4.3.24.3 Key Themes for Interview Question 3

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. The statements below represent the key themes revealed through this analysis for interview question three.

The goals of the HBCU Transfer Program were understood by the participants.

The HBCU Transfer Program provided additional transfer opportunities for students.

4.3.25 Findings Research Question 3

3) The third research question: How did participants' descriptions of the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program align with the recommended practices in the 2013 Hanover Research Report *Strategies for Recruiting Community College Transfer Students?* Twelve interview questions aligned with research question three:

- a. Tell me about early recruitment practices for community college students to HBCUs.
- b. Tell me about early recruitment practices at HBCUs to community colleges.
- c. Tell me about the relationships between community colleges and HBCUs.
- d. Tell me about your understanding of advisors.
- e. How do community colleges make admission decisions?
- f. Tell me about the role of counselors in making quick enrollment decisions for students.
- g. Tell me about transfer-specific services.
- h. Tell me about credit evaluations.
- i. Tell me about marketing tools at your institution.

- j. Tell me about services provided to students, especially for low and moderate-income transfer students.
- k. Tell me about the financial process for transfer students at your institution.
- l. Tell me about the programs that are available for transfer students.

4.3.25.1 Examples of Participants' Responses for Interview Question 5

Interview Question 5: Tell me about early recruitment practices at HBCUs to community colleges.

Examples of participants' responses are presented below.

Delta: "Other efforts would be doing and hosting recruitment events outside of the California Community College transfer guarantee, transfer program; there will be something that I would just set up with personal contacts and relationships that I've built with you know, with individuals at both community colleges, which we have done in the past..."

Epsilon: "And so, we've been looking at partnering with colleges, and having opportunities for those students who are at those colleges to be able to participate in our extracurricular activities here on campus..."

Kappa: "They come to the colleges, recruit on-site, and have on-site admissions..."

4.3.25.2 Emergent Themes for Interview Question 5

The intensive review and analysis of the participants' responses for interview question five, identified 33 emergent themes covering the range of participant's responses. The emerging themes from the analysis are presented below.

1. Knowledge of program goals
2. System support for expanded participation of HBCUs in early outreach CCC recruitment activities

3. Participation in a variety of recruitment activities at the CCC level
4. HBCUs have expanded early recruitment activities with CCCs
5. Understanding of program goals and early recruitment practices
6. Use of technology for college fairs
7. Improved participation from HBCUs in CCC recruitment activities
8. The pandemic served to improve communication between HBCUs and CCCs
9. Expanded focus on career pathways
10. Expanded information for students on career pathways and transfer opportunities
11. Expanded relationships between CCCs and HBCUs
12. Understanding of early recruitment practices at the CCCs and the HBCUs
13. Understanding of different program offerings at the HBCUs that are not found at the CCCs
14. Examination of future partnerships with HBCUs
15. Understanding of early recruitment practices at HBCUs
16. Improved connections between CCCs and HBCU representatives
17. Understanding of admission practices for the HBCUs
18. Positive responsiveness of the HBCU to prospective transfer students
19. Understanding of the credit transfer process
20. Understanding articulation agreements with HBCUs
21. Positive early outreach events
22. HBCU representatives interested in participating in the recruitment activities on the CCC
23. Information about opportunities at HBCUs shared with CCC students and counselors

24. HBCU Representatives understand the transfer process because they attend CCC Workshops
25. Black College expos provide information about opportunities at HBCUs
26. Regional and local CCC recruitment outreach strategies attract HBCU representatives
27. HBCUs share information about the application and transfer process
28. Black students benefit from participating in the transfer process
29. Understood the goals of the HBCU Transfer Program
30. Increased participation in transfer activities at the CCC
31. CCCs use technology to provide information to students
32. Increased participation by CCCs in HBCU recruitment activities
33. CCCs are beginning to better understand HBCUs early recruitment practices

4.3.25.3 Key Themes for Interview Question 5

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. The statement below represents the key theme revealed through this analysis for interview question five.

While there was a wide range of comments. The majority of the participants commented on the recruitment practices of HBCUs.

4.3.25.4 Examples of Participants' Responses to Interview Question 7

Interview Question 7: Tell me about your understanding of advisors.

Examples of participants' responses are presented below:

Alpha: "In order to, to, to, to work, counselors not only provide, you know, academic support, but they also teach because we teach counseling-based courses or personal development

courses...”

Delta: “Um, I guess at different institutions, have they named them different things like counselors, academic advisors...”

Eta: “...So we have one transfer center counselor; she's in charge of working with our partner colleges to make sure that you know, as we coordinate transfer, we can make sure that they're there the information to share it with our counselors in general...”

4.3.25.5 Emergent Themes for Interview Question 7

The intensive review and analysis of the participants’ responses to interview question seven, identified 20 emergent themes covering the range of participant’s responses. The emergent themes from this analysis are presented in the list below.

1. Qualified counselors provide guidance to community transfer students
2. White counselors allow Black counselors to engage with the HBCU Transfer Program
3. Counselors will participate in appropriate training for the program
4. Clarification between the roles of counselors and advisor at the community college
5. Understanding of goals of the HBCU Transfer Program
6. Provided information for community college students to get on track stay on track
7. Provided information for students to understand transfer options
8. Defined the role of advisors and counselors
9. Defined the roles of advisors and counselors
10. Explained how the transfer process worked at the institution
11. Provided and understanding of the role of counselors and advisors
12. Understanding of the transfer credit process
13. Defined the role of advisors and counselors on the community college setting

14. Advisors assist students in their career trajectory; this process may vary at institutions
15. Different roles for counselors in the transfer assistance process
16. Understanding of the transfer process and articulation agreements
17. The program provides opportunities for community colleges and HBCUs to provide transfer support services for community college students.
18. Understand the role of advisors
19. Defined the roles advisors and counselors
20. Understand the role of advisors

4.3.25.6 Key Themes for Interview question 7

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. The statement below represents the key theme revealed through this analysis for interview question seven.

The HBCU Transfer Program defined the roles of advisors and counselors.

4.3.25.7 Examples of Participants' Responses to Interview Question 10

Interview Question 10: Tell me about transfer-specific services.

Examples of participants' responses are presented below:

Beta: "In the community college system, the transfer-specific programs, so Umoja can be one of those transfer-specific programs, Puente..."

Delta: "We tend to walk them through the entire registration process and assist where needed..."

Epsilon: "So again, the academic the Academic Success Center specifically has counselors in their area to look at what that student needs in terms of the major that they may be interested in—and also looking at the financial viability of that student..."

4.3.25.8 Emergent Themes for Interview Question 10

The intensive review and analysis of the participants' responses for interview question 10 identified 21 emerging themes covering the range of participants' responses. The emergent themes from this analysis are presented in this list below.

1. Transfer-specific services are based on the needs of students and the direction of the employees in charge of the programs.
2. The transfer services are likely to be different at different institutions.
3. Each CCC has a transfer center
4. Transfer-specific services are based on the needs of students and the direction of the employees in charge of the programs.
5. The transfer services are likely to be different at different institutions.
6. Each community college establishes their own transfer center, services and hours of operation.
7. Students are provided assistance with registration
8. Participant expressed praise for the performance of the transfer team at this institution.
9. The Success Center provided comprehensive financial aid assistance for students
10. Provided a wide range of transfer assistance throughout the academic year
11. Outreach workshops were provided on a regular basis.
12. Some services were designed for special populations of students.
13. Transfer counselor provided support services to facilitate the transfer process as well as graduation.
14. Participant understood goals of the transfer program.

15. Services provided were face-to-face and virtual.
16. Comprehensive transfer services provided to students
17. Comprehensive transfer and support services provided to students.
18. Participant demonstrative knowledge of the HBCU Transfer Program.
19. Services included financial and career pathways pipeline for students to explore,
20. Limited marketing and advertising about the HBCU Transfer Program
21. Counselors have limited knowledge of the existence of HBCUs and the educational opportunities afforded by HBCUs

4.3.25.9 Key themes for Interview Question 10

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. The statement below represents the key theme revealed through this analysis for interview question 10.

Transfer services may be different at different institutions.

4.3.25.10 Examples of Participants' Responses to Interview Question 12

Interview Question 12: Tell me about marketing tools at your institution.

Examples of participants' responses are presented below:

Zeta: "Whenever we can get representatives from the HBCUs, or the statewide coordinators to come and do webinars, which they have been doing, they've been like hosting, they've been trying to organize like monthly events or, you know, a month what monthly Calendar of HBCU specific events..."

Delta: "However, we do try to keep ourselves relevant and provide, we provide the California

institutions with some type of materials. Rather it's a pendant; it's handouts and things of that nature...”

Iota: “We have started utilizing Instagram as a social media platform to reach our students just because I know that if there is no online presence when it comes to services, or just it's just a better way of reaching students nowadays...”

4.3.25.11 Emergent Themes for Interview Question 12

The intensive review and analysis of the participants’ responses for interview question 12 identified 34 emergent themes covering the range of participant’s responses. The emergent themes from this analysis are presented in the list below.

1. The project uses a variety of marketing tools and collateral.
2. The project uses a variety of marketing strategies in their outreach activities
3. The project has updated its website in order to expand its reach
4. The project uses social media
5. Marketing information about the project and pathways
6. The marketing information identifies a list of the campus and its partners.
7. The system conducts workshops and presentations about the program
8. The project sponsors different conferences for special populations.
9. The project has a special logo that is on the website so students have both our information and campus information
10. The staff speaks at different groups at CCC
11. The campus uses our own marketing materials and the materials affiliated with the transfer agreement program
12. We share the marketing materials with counselors and our students

13. We share marketing information with students such as brochures
14. We classify interested students as transfer students and provide particular information to them
15. We provide information to the academic deans
16. To reach nontraditional students, we do other types of promotions around the convenience of those students
17. We do online marketing to students
18. We have permanent booths at some of our CCCs
19. The website is a driver in marketing
20. We publicize transfer information on our events page
21. We have a campus wide newsletter that goes out
22. We participate in the HBCU transfer fairs
23. The college has a marketing budget of \$350,000
24. We conduct program specific outreach
25. We have invested significantly in videos to promote enrollment and recruitment like YouTube and short campaigns
26. We do not have an in-house team for marketing.
27. We work with a company to do all of the marketing for the campus
28. A challenge to get things published because of the outsourcing
29. The company manages the website and the calendar
30. A transition to a new marketing tool was used during COVID
31. Social media was also used
32. The university has a transfer webpage

33. They placed HBCU materials in the transfer center, yet it is not very visible
34. The participant believes there may need to be a black person in the transfer center to properly promote HBCUs

4.3.25.12 Key Themes for Interview Question 12

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. The statement below represents the key themes revealed through this analysis for interview question 12.

The marketing tools used at participating institutions included online marketing through websites and social media/ YouTube.

4.3.26 Summary of Key Themes

The following list represents the key themes that evolved from the analysis of the emergent themes.

1. The goals of the HBCU Transfer Program were understood by the participants.
2. The HBCU Transfer Program provide additional transfer opportunities for students to transfer to HBCUs.
3. The HBCU Transfer Program provided additional transfer opportunities for students
4. There has been increased awareness of the HBCU Transfer Program
5. While there was a wide range of comments. The majority of the participants commented on recruitment practices of HBCUs
6. The HBCU Transfer Program defined the roles of advisors and counselors
7. California community colleges are open admission institutions
8. Counselors play a role in the enrollment process

9. Transfer services may be different at different institutions.
10. The marketing tools used at participating institutions included online marketing through websites and social media/ YouTube
11. There was no specific financial assistance provided to students and students are eligible for assistance with financial aid.
12. The transfer center assists students with the financial aid process.
13. Promotions and marketing primarily take place through the transfer center.

4.4 Document Review

The document review process allowed the researcher to review documents that helped the researcher gain knowledge of the topic under investigation. Letts et al. (2007) stated:

The document review is often used in historical research, which involves studying and analyzing data about past events. The methods used are flexible and open because they aim to learn how past intentions and events were related due to their meaning and value. Documents are reviewed considering the context within which they were created. (p. 6)

To conduct this investigation, the researcher reviewed the HBCU Transfer Program Counselor Guidelines for Students Applying to HBCU Partners (see Appendix E) and found it to contain clearly identified goals of the program. The participants in the study also confirmed the clarity of the goals of the program as all of them reported that they possessed an understanding of the goals. The researcher also conducted a thorough review of the December 2013 Hanover Research Report *Strategies in Recruiting Community College Transfer Student* (see Appendix F). The Hanover Report was used for the conceptual framework for this study. The researcher learned from the participants' responses that the recommendations in the Hanover Report were

being practiced at the participating institutions. A detailed discussion about the participants' responses about the Hanover Report appears in section 2 in Chapter 5.

4.5 Chapter Summary

This chapter consisted of four sections. The first section of the chapter included an overview of the study. The second section contained participants' profiles. Section three displayed the presentation of findings by research questions and concluded with a chapter summary. Section three discusses the major themes derived from data analysis. The chapter summary is the fourth section of the chapter. This chapter presented the results from the qualitative inquiry of the participants and their organic responses. The major purpose for conducting this qualitative study was to explore constituent perspectives of the HBCU Transfer Program. The contributions of the participants provided perspective into their perspectives of the HBCU Transfer Program. The interview findings resulted in the emergence of the fifteen themes mentioned above related to the research question, the literature, and the conceptual framework. Chapter 5 is a discussion of the study, implications, recommendations, and conclusion.

Chapter 5 – Discussion, Recommendations, and Conclusion

5.1 Introduction and Organization of the Chapter

Chapter 5 marks the culmination of an extensive exploration into the perspectives of a group of participants affiliated with the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program. Throughout this study, the aim was to examine the multifaceted perspectives of the participants. Chapter 5 is organized into seven sections: 1. Overview of the Study; 2. Discussion of the Research Questions; 3. Literature Review Revisited; 4. Conclusion; 5. Recommendations; 6. Reflections; and 7. Chapter Summary.

5.2 Overview of the Study

Chapter 1 set the stage for the study by delineating the historical backdrop and conceptual foundations underlying California community college transfer programs and framing the context with HBCUs within the scope in which the research study was conducted.

In Chapter 2, a comprehensive analysis of the literature landscape of the HBCU and California Community Colleges Guaranteed Transfer Program was conducted.

Chapter 3, the methodology served as the cornerstone of this dissertation, presenting the research design derived from the research questions and conceptual framework, the Hanover Report. Through a qualitative research lens, this chapter provided a thorough discussion of the research steps employed to conduct the study.

Chapter 4 provided a detailed display and description of the Findings. The display of the findings show the analysis of the data (themes) from the interviews based on research questions and interview questions. The critical evaluation of participants' and researcher's comments presented the findings for this research endeavor.

Chapter 5, the final chapter, captures the essence of this dissertation, synthesizing the key

insights gleaned from participants' perspectives of the HBCU Transfer Program. It aimed to recapitulate and discuss the findings.

5.2.27 Purpose of the Study

The purpose of this study was to explore constituent perspectives of the California Community College Historically Black Colleges and Universities Transfer Guarantee Program. The researcher queried representatives from participating community colleges and HBCUs regarding their perspectives of the program. The California Community Colleges College Historically Black Colleges and Universities Transfer Guarantee Program's goal is to educate students about additional transfer opportunities at these institutions and develop pathways that will ultimately increase baccalaureate degree attainment.

5.2.28 Research Questions

Three research questions guided this study:

- 1) How do participants describe the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program in providing California Community College students additional transfer opportunities at HBCUs?
- 2) How do participants describe the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program in developing pathways to increase baccalaureate degree attainment?
- 3) How did participants' descriptions of the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program align with the recommended in the 2013 Hanover Research Report *Strategies for Recruiting Community College Transfer Students*?

Discussion of Research Questions

This section answers the three central research questions that guided this study.

5.2.29 Research Question 1: How do participants describe the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program in providing California Community College students additional transfer opportunities at HBCUs?

The participants in this study reported that the HBCU Transfer Program provided additional transfer programs and additional transfer opportunities to HBCUs. For example, Participant Eta stated, “My understanding is that established articulation agreements were created for California Community Colleges and HBCUs to streamline the transfer process for Black students to make it easier for them to transfer...”

There was some variation in the participants’ descriptions of how the transfer program provided additional transfer opportunities for community college students. Several participants reported that the program allowed a streamlined transfer process to HBCUs. In comparison, other participants reported that the program provided additional transfer opportunities to HBCUs.

Analysis of the participants’ responses revealed that participants described the program as providing a streamlined transfer process for community college students.

The participants’ responses also revealed that the HBCU Transfer Program provided additional transfer opportunities for community college students to HBCUs. Participant Beta’s comments addressed the streamlined transfer process and the additional transfer opportunities. Participant Beta stated:

So, it's streamlined the transfer process for the students, and it's grown the transfer opportunities for those students to use like a specific pathway, and with that pathway also

come certain support as well. So, where we have pathways and partnerships with 39 HBCU campuses. So, I guess by nature of increasing the campuses from nine to 39 gives has given students more opportunities, more options for that seamless transfer, and they can still transfer to other HBCUs.

Participants Iota, Alpha and Gamma also commented on the additional transfer opportunities to HBCUs.

1. Iota said, “So, I feel like it's a really good tool to bring awareness of other opportunities...”

2. Alpha stated, “Creating and improving the pathway was to provide students with another option...”

Gamma stated:

“The goal of the program is to inform California students of transfer options that they have for transferring to an HBCU. So, California Community College students, to let them know that there are options beyond just the UC and CSU's and the local schools...”

In summary, the participants’ responses were in alignment with Stinson’s (2015) observations, where the researcher noted that the HBCU Transfer Program was a prime opportunity to help more students of color transfer to four-year institutions. Further, the findings from the study were aligned with Roach’s 2015 research that described the HBCU Transfer Program as “a win-win” to increase enrollment opportunities for community college transfer students.

5.2.30 Research question 2: How do participants describe the California Community Colleges Historically Black Colleges and Universities Transfer

Guarantee Program in developing pathways to increase baccalaureate degree attainment?

Participants' responses suggested that baccalaureate degree attainment was an important feature of the program and that the HBCU Transfer Program contributes to increased Baccalaureate degree attainment. In contrast, other responses were in contrast and did not agree with the HBCU Transfer Program in developing pathways to increase baccalaureate degree attainment.

Participant Iota stated, "...The HBCU Guarantee Program also focuses on a lot of the, say science, engineering, and nursing sort of programs. And they have scholarship consideration. So that's definitely a way to boost BA degree attainment..."

Participant Gamma stated:

Just by having a direct pathway to an HBCU, then that increases the degree attainment, especially for African American students, because there is support that's available to them to successfully complete their bachelor's. Bachelor's degree.

Participant Kappa stated:

"...So, I think that's been the biggest support. And financially there's a challenge, right, because some of them are a bit more private institutions. And so that by that it becomes out-of-state tuition as for in-state. To relieve some of those opportunities there have been a litany of, I would say holistic student services to help our students to complete the bachelor degree. And then the opportunities to provide a pipeline for master's degrees..."

In contrast to the comments about the HBCU Transfer Program's role in developing pathways to increase baccalaureate degree attainment, participant Eta stated:

I think that pathway establishment is there. But I don't necessarily think that it's going to lead to an increase in bachelor attainment if students aren't able to complete their

undergraduate work with us, which is not happening because of the consistent decrease in Black student college attendance, especially in Black men. And I think they're the numerous barriers that there are to finish community college.

Further investigation will need to take place in order to determine how or if the HBCU Transfer Program contributes to degree attainment at the transfer institution,

5.2.31 Research question three: How did participants' descriptions of the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program align with the recommended practices in the 2013 Hanover Research Report Strategies for Recruiting Community College Transfer Students?

Analysis of participants' comments in response to research question three revealed considerable alignment with the-recommended practices of the Hanover Report. The Hanover Report recommended five best practices for four-year colleges and universities to use when recruiting community college students. The Hanover Report (Hanover Research, 2013) recommended practices included:

1. Start recruitment efforts early- cultivate and engage students who may be a good fit for institutions, even if the community student has determined that a four-year institution is an option.
2. Work extensively with community colleges- Establish relationships with local community colleges and have advisors regularly visit community college campuses to establish a presence. These representatives can also communicate to students what requirements they must fulfill to be eligible to transfer.

3. Allow for quick admission decisions- Allow counselors to make instantaneous decisions about transfer student admission. Quick decisions can also mean a condensed transfer-specific recruitment plan.
4. Promote transfer-specific services- Highlight dedicated resources for transfer students on institutional websites, when speaking with potential transfer students, and during orientation to make the transfer process more accessible. Transfer credit evaluation policies.
5. The Hanover Report identified five marketing strategies for targeting community college students.
 - Annual open houses on campus for students from community colleges and visit community colleges on an ongoing basis to answer potential transfer student questions about the college, transfer admissions requirements, and the application process.
 - Commit to meet low- and moderate-income transfer students’ financial needs through a mix of grants and work-study. Aim to allow the opportunity for most students to graduate with little or no debt.
 - Perform early “reads” on financial aid applications to help prospective transfer students make informed decisions about transferring.
 - Hold a monthly “campus day” for interested community college students and counselors. Cover topics such as admissions, financial aid, and academic counseling, and provide a campus tour. Hold a yearly “campus day” for admitted transfer students and their families.

- Promote transfer-friendly services when marketing to transfer students.

Services of interest may include on-campus childcare and transfer student lounges for those commuting. Also, research finds that institutions should consider transfer student families when marketing to these students. Family support is crucial for community college transfer.

A review of the participants’ responses regarding the recommended practices revealed institutional practices that were in alignment with those in the Hanover Report. Table 5.1. shows a selected group of participants’ responses and the alignment with the recommendations of the Hanover Report.

Table 5.1. Participant Responses

Hanover Recommendations	Participants’ Responses
(1) Start recruitment efforts early	<p>Participant Alpha stated,</p> <p>“...We work with the students throughout their transfer process. So, whether we've met them at a transfer fair and other outreach events, or their counselor has connected them with us by letting us know, hey there, they apply to some HBCUs. Alpha also stated We work directly with the student, you know, answering any questions about the application process, the transfer process, you know, just kind of checking in what questions do you have? Have you submitted your transcripts? And that was about a two-week-long event in the fall. And we___ invite all of the partner HBCUs to come out to California...”</p> <p>Participant Delta stated, “...recruiting students before they actually complete the program, our admission requirements</p>

	<p>will kind of step in place of that because, in order for students to qualify as a transfer student...”</p>
<p>(2) Work extensively with community colleges</p>	<p>Participant Epsilon stated,</p> <p>“...at least once a year, there's kind of a comprehensive conversation or meeting between the HBCU and the community college. And that meeting might would include the provost, the academic provost, the registrar's office, Institutional Advancement, the transfer team, a few people from the recruit enrollment management team, all of those people kind of come together with on the community college side to see one to, to review the partnership if there's already an MOU in place to look at new programs that might best align with one another. So that's what that relationship looks like in terms of meeting together. But on a regular on a regular basis, there's usually an understanding that the HBCU will have a presence at the community college doing their recruitment events, or during this special events, and also be able to provide any support for those types of events and support for their students in general...”</p> <p>Participant Delta stated, “There's a very close-knit relationship with the California Community Colleges Guarantee Program and the partnerships with, with all the HBCUs there...”</p>
<p>(3) Allow for quick admission decisions</p>	<p>Gamma stated, “California Community Colleges are open to anyone.”</p> <p>Delta stated, “I'll speak on behalf of admissions counselors once we receive the documents. There is a quick evaluation.</p>

	<p>A student must have at least 18 credit hours a 2.0 and have passed both college-level English and or Math or have completed both college-level English and Math with a C or better.”</p> <p>Participant Epsilon stated, “Okay, so, so I'm thinking about our in our process for enrollment and our process for making those decisions when a when a student is a transfer coming to us. So, our team has transfer coordinator who is assigned to the transfer students...”</p>
<p>(4) Promote transfer-specific services</p>	<p>Participant Epsilon stated,</p> <p>“Yeah. So again, the academic the Success Center specifically has counselors in their area to look at what that student needs in terms of the major that they may be interested in and looking at the financial viability of that student. So, their financial aid, how much aid they may have still available to them because ...”</p> <p>Participant Iota stated, “We have so many, I had like, I have a hard time wrapping my head around it sometimes. We have admission advisors from CSU and UCs that host office hours at the Transfer Center, we have a Transfer Ambassador Program through USC...”</p> <p>Beta stated,</p> <p>“...In the community college system, the transfer-specific programs, so Umoja can be one of those transfer-specific programs, Puente. I know A²MEND offers some of that support for students if they have it on their campus. All of the campuses have a transfer</p>

	<p>center, and so they are. They are kind of the hub for all things transfer...”</p> <p>Zeta mentioned, “...The five-step process in transferring the resources available throughout the year to students, including the virtual workshops, tutorials on completing the application for UC, CSU, and Common Black College Application, drop-in labs, and virtual help labs...”</p>
<p>(5) Marketing strategies for targeting community college students</p> <ul style="list-style-type: none"> a. Annual open houses b. Commit to meet financial needs of students c. Perform early reads on Financial aid applications d. Hold a monthly “campus day” for interested community college students and counselors. e. Promote transfer-friendly services when marketing to transfer students 	<p>Examples of participants’ comments pertaining to marketing strategies a-e are listed below:</p> <ul style="list-style-type: none"> a. No comment b. Delta stated, “...refer them to for different scholarship opportunities. And then also, you know, share information about the Thurgood Marshall Scholarship Fund on which we've worked directly with them to look for opportunities and even for students who are left-handed...” c. Eta stated, “...The only other thing that I guess we would do is if they did have questions, they could, of course, ask our financial aid office for clarification, although our financial aid office doesn't have an impact on their federal financial aid at another institution. So we would again encourage them to apply for their FAFSA because they're going to need to. And then they could, of course, ask our ask our transfer counselor if there was any specific needs, so or a counselor in general...” d. Zeta stated, “We have like, again, our website is probably our main constant driver, because it's just always live and available. Whenever we can get representatives from

the HBCUs, or the statewide coordinators to come and do webinars, which they have been doing, they've been like hosting, they've been trying to organize like monthly events or, you know, a month what monthly Calendar of HBCU specific events...”

e. Epsilon stated,

“...First have a communication system that is a part of our data, our application system, that kind of does a lot of the I would say the electronic work. And that meaning, we classify the students as transfers, and specific messages go out to that student, particularly about you know, receiving their transcripts connecting to them to the departments to the Dean's, and so that message system is a kind of an automated system. However, again, our transfer, our transfer coordinators are the people who make the personal connection with the student. Um, we also realize that, again, transfer students may not necessary are not necessarily a traditional students. And so, we do other types of media promotions around the conveniences that we offer...”

Epsilon also stated,

“...affordability of their education when they transfer and so we do all of our undergraduate degree. All of our undergraduate scholarship opportunities are also available for the transfer students. So, we have a scholarship coordinator who specifically works with our student population for helping students to secure scholarships and fund additional funds for those

	<p>students. We also because we are an HBCU and a good we are an HBCU and we are part of the United Negro College Fund, Miss UNCF, who really kind of takes as part of her platform to inform other students about the importance of applying for those funds)...”</p> <p>Delta stated, “...So, students just have to complete their FAFSA make sure that they add Troupe University to it. The process doesn't take too long, as long as students just submit all the required documents. And you have _____ or _____, who will, anywhere from the financial aid office will, follow up with them with updates, whether they're missing documents. And that's about it for the most part...”</p>
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In summary, the analysis of participant responses revealed that the institutions participating in the program were implementing the five recommended practices of the Hanover Report.

5.3 Literature Review Revisited

Chapter 2 of this dissertation delved deeply into the extensive body of literature surrounding the topic of the California Community Colleges Historically Black Colleges and Universities Transfer Guaranteed Program. Through a rigorous analysis of the literature, the researcher learned that some of the respondent’s comments revealed similarities to findings in previous research. The purpose of this section is to contextualize the findings of the study within the broader scholarly discourse in chapter two; the researcher examined how the insights gleaned from the analysis of participant responses aligned with existing research. By drawing

connections between the findings and the established literature, the researcher sought to shed light on potential avenues for further inquiry and enhancement of practice in the field.

Participants Alpha, Beta, and Iota's responses echoed the findings of previous research. Grubb (1991) research highlighted the parallel between community colleges' role in promoting access and opportunities and the objectives of the HBCU Transfer Program.

Participant Alpha stated, "...that the goal of the HBCU Transfer was to create a better transfer pathway for students heading to HBCUs and provide an additional transfer opportunity." Beta stated, "...that the program aimed to inform California students of transfer options beyond UC, CSUs, and other local schools..." Grubb (1991) suggested that community colleges promoted student access and opportunities, much like the HBCU Transfer Guarantee Program. Beta also mentioned that centralizing the Agreement at the CCC vs. the individual increased student transfer opportunities to partnered HBCUs. Iota stated that the Agreement increased students' awareness of HBCU transfer opportunities. Zeta stated that through the ADT, students get guaranteed admissions and are exposed to opportunities at HBCUs. Previous research conducted by Grubbs (2020) asserted that community colleges are a unique part of the American higher education system that promotes access and opportunities for many students who might not otherwise attend a college or university.

The alignment between Participants Alpha, Beta, and Iota's responses with the Hanover Report recommendations underscores the significance of transfer programs like the HBCU Transfer Program in promoting educational access and opportunities. The respondents' insights reaffirm the vital role of community colleges in facilitating seamless transitions to four-year institutions, thereby enhancing access to higher education for diverse student populations.

Participant Alpha's responses regarding the creation and improvement of pathways to HBCUs is aligned with Elliott et al. (2019). Elliot highlighted the role of HBCUs in instilling confidence, fostering a sense of safety, and delivering a quality education tailored to the needs of minority students. Additionally, Alpha's response is aligned with the work of Bennett and Xie (2003) which underscored the unique attributes of HBCUs, emphasizing their appeal to Black applicants and the distinctive processes that contribute to their success.

Participants Beta and Epsilon commented on various institutional resources available to help students. Beta's comments included Umoja Community, Puente, A²MEND, the transfer center, and counseling offices, emphasizing their significance in supporting students across California community college campuses. Beta's observations resonate with Teller's (2016) findings, which noted that students utilize a combination of institutionally based support systems and community-based resources to navigate the transfer process effectively. Additionally, Participant Epsilon's responses were aligned with Teller's (2016) work emphasizing the importance of a support system offering scholarships for HBCUs, demonstrating a commitment to facilitating financial assistance for transfer students.

Participant Delta's comment on the availability of over 48 programs, spanning diverse fields such as business, engineering, criminal justice, biology, and pre-med tracks, aligns with McPhail's (2015) work provided a framework for discussing promising and best practices in supporting Black students' transfer from community colleges to the completion of engineering bachelor's degrees at four-year institutions. Delta's observation underscores the importance of offering a breadth of programs to meet the diverse interests and academic goals of transfer students, particularly those from underrepresented backgrounds. By contextualizing Delta's insight within the framework established by McPhail (2015), this study highlighted the

significance of ensuring access to a wide array of academic pathways to facilitate successful transfers and degree completion for Black students in engineering and other fields.

Participants Alpha, Zeta, and Epsilon shared responses that align with previous research on barriers of the transfer process. Participant Alpha's responses underscored historical challenges faced by students transferring to HBCUs, indicating a history of obstacles and issues in the transfer process. These responses align with Barshay's (2020) findings regarding the non-smooth nature of community college transfers and emphasizes the need for improved support systems to address such challenges.

Epsilon's comments described the availability of scholarships for HBCU-bound students and the presence of an academic success center dedicated to helping students navigate their transfer credits and academic pathways. Epsilon's responses were reflected in Handel's (2010) work which focused on the crucial role of community colleges in supporting students' success in transferring to four-year institutions. Handel highlighted the complexities of the transfer process, attributing difficulties to systemic issues and emphasizing the pivotal role of community colleges in facilitating successful transfers by aligning course offerings, descriptions, and program guides with those of four-year institutions.

The convergence between participant responses and existing research highlights the efficacy of such programs in enhancing access to higher education and supporting the success of transfer students. Roach (2015) highlighted the significance of institutional enrollment managers partnering with HBCUs to seek out students for transfer opportunities. Roach 2015, Davis Page, Vice President for Enrollment Management at Dillard University, described the HBCUs Transfer Guarantee Program as "a win-win" situation aimed at increasing enrollment opportunities, including for transferring students (para.8)."

The literature review and the participants' responses provided substantial data to support the HBCUs Transfer Program, as a pioneering agreement wherein students are provided additional transfer opportunities into partnering HBCUs. The data also suggests this agreement not only facilitated transfers but also provided additional benefits such as transfer scholarships, pre-admission advising, and early recruitment.

5.4 Conclusion

The three central research questions that guided this study were discussed and analyzed in depth in Chapter 5. The researcher drew three major conclusions from analysis of the data:

- 1) The participants' responses highlighter the program's benefits in streamlining the transfer process and expanding transfer options. Participants' comments echoed existing research findings, aligning with Stinson (2015) and Roach (2015), which emphasized the program's role in facilitating more students of color to transfer to four-year institutions.
- 2) The data analysis revealed a difference in participants' perspectives pertaining to the HBCU Transfer Program in developing pathways to increase baccalaureate degree attainment. While some participants emphasized the program's contribution to increasing degree attainment through streamlined pathways and support systems, others expressed doubts about its effectiveness in addressing barriers to degree completion. These findings resonate with previous research by King & West (2009), underlining the community colleges' role in assisting students to achieve baccalaureate degrees.

- 3) The HBCU Transfer Program practices aligned with recommended practices contained in the Hanover Report. Participants' responses reflected practices such as early recruitment efforts, extensive collaboration with community colleges, quick admission decisions, promotion of transfer-specific services, and targeted marketing strategies. This alignment suggests that institutions are following best practices to enhance the recruitment and support of community college transfer students, as outlined by Hanover Report (Hanover Research, 2013).

In summary, the findings of this study shed light on the perspectives and experiences of participants regarding the HBCU Transfer Program and its impact on transfer opportunities and baccalaureate degree attainment. These insights contribute to the existing literature on transfer pathways and support services for community college students, offering valuable implications for practice and future research in the field.

5.5 Recommendations

Considering the findings and insights collected from the qualitative research conducted on the HBCU Transfer Program, three recommendations emerged. These recommendations are centered on the potential to improve practice and further research.

5.5.32 Recommendation 1: Conduct a Quantitative Study.

This quantitative study should broaden the participant pool to include a more diverse range of voices, perspectives, experiences, and augment the qualitative insights with a quantitative component to introduce statistical validity. This quantitative study may focus on examining data collection strategies of transfer students from community colleges to HBCUs. Employing surveys or questionnaires among a larger population can provide numerical data to complement and reinforce the qualitative findings, offering a more robust analysis of the

program's efficacy.

5.5.33 Recommendation 2: Conduct Training for Participating Counselors.

These training sessions should focus on enhancing counselors' understanding of the program goals, transfer pathways, and best practices in advising transfer students. Additionally, counselors should receive training on effectively communicating program benefits to students, addressing their concerns, and guiding them through the transfer process. By equipping counselors with the necessary knowledge and skills, the efficacy of the transfer program can be enhanced, leading to improved outcomes for participating students.

5.5.34 Recommendation 3: Further Investigation of Baccalaureate Degree Attainment.

Further investigation into factors influencing baccalaureate degree attainment can increase the awareness of practitioners and students about the benefits of transferring from community colleges to HBCUs. Given the importance of baccalaureate degree attainment for community college students, it is recommended that further research be conducted to explore the potential factors influencing degree completion rates. Finally, the researcher recommends the following:

A. Community college leaders and HBCU leaders are encouraged to collaborate with each other to identify specific support services that transfer students need to be successful throughout the matriculation process.

B. Conduct a comparative study of baccalaureate degree attainment of African American students transferring to HBCUs and PWIs. What are the differences and similarities?

This research would contribute to the ongoing efforts to enhance degree attainment rates among community college students and promote equitable access to higher education opportunities.

5.6 Reflections

Throughout my career, my fascination has always gravitated towards the relationship between community colleges and HBCUs. I held on to a belief in the potential collaboration between these institutions to facilitate smoother transitions for students pursuing transfer pathways. The California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program emerged as a structured framework for me to explore the transfer dynamics between community colleges and HBCUs. Recognizing the similarities between HBCUs and community colleges, I envisioned a study that would examine a partnership fostering seamless transitions for students moving between the sectors.

The onset of the COVID-19 pandemic introduced unforeseen challenges, particularly in the realm of conducting research. Restrictions on campus visitations prevented my plans to engage with participants firsthand, leaving me disheartened by the inability to establish direct interactions crucial for my study.

Nevertheless, the data collected from the study served as a source of inspiration, igniting a deeper curiosity into specific programmatic elements such as the pivotal role of advisors, the training protocols for program coordinators, and strategies for facilitating degree attainment.

Exploring the components of the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program was a gratifying endeavor, unveiling many benefits that left a profound impression on me. Armed with this newfound awareness, I am committed to fostering a culture of information sharing among my peers and students, leveraging the insights gained to enrich discussions surrounding transfer pathways within the community college community.

5.7 Chapter Summary

Chapter 5 marked the culmination of an extensive exploration into the perspectives of a group of participants affiliated with the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program. Chapter 5 was organized into seven sections. The first section of the chapter discussed the Overview of the Study. The second section discussed the research findings followed by section three a discussion on the analysis of the literature review. Section four presented the conclusions to the research findings. Section five outlined strategic recommendations. The researcher used section six to share her personal reflection as a testament to her experiences during the investigation. The chapter closes with a chapter summary.

Overall, Chapter 5 not only provided a comprehensive overview of the research findings but also offered valuable insights for stakeholders invested in enhancing transfer pathways and promoting equitable access to higher education opportunities. The identified avenues for future research underscore the ongoing need for refinement and innovation within transfer programs to ensure the continued success and support of community college students in their pursuit of baccalaureate degrees.

Ultimately, this dissertation contributes to the broader conversation surrounding transfer programs and highlights the importance of collaborative efforts among institutions, policymakers, and stakeholders to foster inclusive and accessible pathways to higher education. Through continued research and evaluation, the insights gleaned from this study can inform evidence-based practices and policy decisions aimed at improving transfer outcomes and promoting student success.

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Appendix A -Proposed Interview Questions

- 1) Please describe your understanding of the goals of the California Community College Historically Black Colleges and Universities (HBCU/ HBCUs) Transfer Guarantee Program.
- 2) How has the California Community College Historically Black Colleges and Universities Transfer Guarantee Program provided additional transfer opportunities to HBCUs for students?
- 3) How has the program developed pathways that will ultimately contribute to an increase in baccalaureate degree attainment?
- 4) Tell me about early recruitment practices for community college students to HBCUs.
- 5) Tell me about early recruitment practices at HBCUs to community colleges.
- 6) Tell me about the relationships between community colleges and HBCUs.
- 7) Tell me about your understanding of advisors.
- 8) How do community colleges make admission decisions?
- 9) Tell me about the role of counselors in making quick enrollment decisions for students.
- 10) Tell me about transfer-specific services.
- 11) Tell me about credit evaluations.
- 12) Tell me about marketing tools at your institution.
- 13) Tell me about services provided to students, especially for low and moderate-income transfer students.
- 14) Tell me about the financial process at your institution for transfer students.
- 15) Tell me about programs that are available for transfer students.

The interview questions will use the Four-Phase Interview Protocol Refinement (IPR) Process. The four phases consist of 1) Ensuring interview questions align with research questions; 2) Constructing an inquiry-based conversation; 3) Receiving feedback on interview protocols; and 4) Piloting the interview protocol (Castillo-Montoya, 2016).

Appendix B -Interview Protocol

Participant:

Investigator:

Date of Interview:

Time of Interview:

Location of Interview:

Introduction: I would like to thank you again for taking the time out of your busy schedule to speak with me. This study is designed to understand the importance of the progress of the California Community College Historically Black Colleges and Universities Transfer Guarantee Program efforts to educate students about transfer opportunities to HBCUs. During the interview, I will ask you questions regarding the program. All information that is shared will be transcribed verbatim and not paraphrased to protect the value of the interview. The investigator will use a recording device to capture the interview. The investigator will represent your views only.

Review of Consent Form: The investigator will share your thoughts on the progress of the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program from the Strategic Enrollment Management Officers at the California Community Colleges System. If at any point you would like to stop the interview or ask additional questions, please let the investigator know. There is no right or wrong answer to the questions being asked. Are you ready to make your contribution to this study?

Conclusion: This concludes the interview for today. Is there anything else that you would like to add or express? I will contact you once the transcript is completed for you to review for accuracy. Thank you again.

Appendix C – Research Consent Form



University Research
Compliance Office

Institutional Review Board (IRB) Informed Consent Template Form

comply@k-state.edu | 785-532-3224

If you are performing research involving human subjects, it is your responsibility to address the issue of informed consent. This template is intended to provide guidance for crafting an informed consent document. The Committee for Research Involving Human Subjects (IRB) *strongly* recommends that you model your consent form on this template. However, if you choose a different approach, it must contain at a minimum the same elements as this standard version. Language and terminology used in the consent form must be written at no more than the 8th grade level, so that the potential participant can clearly understand the project, how it is going to be conducted, and all issues that may affect his or her participation. In addition, please write the consent form in a manner that addresses your subjects directly instead of writing it in a manner that addresses the University Research Compliance Office directly. *Information on the important issue of informed consent can be found in 45 CFR 46 at <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html#46.116>.* **Federal law mandates that all signed and dated informed consent forms be retained by the P.I. for at least three years following completion of the study.**

WAIVER OF INFORMED CONSENT: *There are limited instances where the requirement for a formal informed consent document may be waived or altered by the IRB.*

45 CFR 46 states that "An IRB may waive the requirement for the investigator to obtain a signed consent form for some or all subjects if it

- finds either:*
- 1) *That the only record linking the subject and the research would be the consent document and the principal risk would be potential harm resulting from a breach of confidentiality. Each subject will be asked whether the subject wants documentation linking the subject with the research, and the subject's wishes will govern; or*
 - 2) *That the research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context."*

If a study employs only questionnaires and surveys as the source of their data, it may generally be assumed that to answer and return the questionnaire is an appropriate and sufficient expression of free consent. However, there are circumstances that might call this assumption into question - e.g., teacher-student relationship between the investigator and the subject, etc. However, a statement should be included on the questionnaire or survey form indicating that participation of the subject is strictly voluntary, the length of time reasonably expected to complete the questionnaire or survey form, and that questions that make the participant uncomfortable may be skipped.

Form Content

PROJECT TITLE: Full title of project. If possible, the title should be identical to that used in any funding/contract proposal.

PROJECT APPROVAL DATE/ EXPIRATION DATE: provided in the approval letter, must be in place before distributing to subjects.

LENGTH OF STUDY: Estimate the length of time the subject will be expected to participate.

PRINCIPAL INVESTIGATOR/CO-INVESTIGATOR(S): Must be a regular member of the faculty.

CONTACT DETAILS FOR PROBLEMS/QUESTIONS: Name, phone number and/or email address of the P.I.

IRB CHAIR CONTACT INFORMATION: *For the subject should he/she have questions or wish to discuss on any aspect of the research with an official of the university or the IRB. These are:* Rick Scheidt, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224; Cheryl Doerr, Associate Vice President for Research Compliance, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.

PROJECT SPONSOR: Funding/contract entity.

PURPOSE OF THE RESEARCH: Explain in lay terms that this is a research project, and why the research is being done.

PROCEDURES OR METHODS TO BE USED: Explain in lay terms and in language understandable at the 8th grade level how the study is going to be conducted and what will be expected of participants. Tell participants if they will be audio or videotaped, if they will be paid, etc.

ALTERNATIVE PROCEDURES OR TREATMENTS, IF ANY, THAT MIGHT BE ADVANTAGEOUS TO SUBJECT:

Explain any alternative procedures or treatments if applicable.

RISKS OR DISCOMFORTS ANTICIPATED: Describe any foreseeable risks or discomforts from the study. If there are no known risks, make a statement to that effect.

BENEFITS ANTICIPATED: Describe any *reasonably expected* benefits from the research to the participant or others from the research.

EXTENT OF CONFIDENTIALITY: Explain how you plan to protect confidentiality.

IS COMPENSATION OR MEDICAL TREATMENT AVAILABLE IF INJURY OCCURS: *In cases where more than minimal risk is involved*

PARENTAL APPROVAL FOR MINORS: If minors or those who require the approval of a parent or guardian are participants, you should include a space for their consenting signature.

PARTICIPANT NAME/SIGNATURE: Name of research participant and signature.

WITNESS TO SIGNATURE (PROJECT STAFF): Staff signature.

If any of the following content sections do not apply to your research, feel free to delete from the consent form.

PROJECT TITLE:

The California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program: Case Study

PROJECT APPROVAL DATE:

PROJECT EXPIRATION DATE:

LENGTH OF STUDY:

PRINCIPAL INVESTIGATOR:

CO-INVESTIGATOR(S):

CONTACT DETAILS FOR PROBLEMS/QUESTIONS:

IRB CHAIR CONTACT INFORMATION:

Rick Scheidt, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506 785-532-3224

PROJECT SPONSOR:

PURPOSE OF THE RESEARCH:

The purpose of this study will be to explore the progress of the California Community College Historically Black Colleges and Universities (HBCUs) Transfer Guarantee Program. This qualitative study will use intrinsic case study as the research methodology.

PROCEDURES OR METHODS TO BE USED:

The purpose of this study will be to explore the progress of the California Community College Historically Black Colleges and Universities (HBCUs) Transfer Guarantee Program. This qualitative study will use intrinsic case study as the research methodology. The semi-structured interviews will be conducted for all other participants. Interviews are expected to last 30-60 minutes. Interview session will be audio and video recorded. Participants will also have the opportunity to review their recordings after transcription.

RISKS OR DISCOMFORTS ANTICIPATED:

No risk anticipated.

BENEFITS ANTICIPATED:

The findings from this study can be used to inform strategies for recruiting community college students.

EXTENT OF CONFIDENTIALITY:

Data storage is kept in a secure location on a local private and secure hard drive which is password protected. Document retention guidelines requires data to be kept for 3-5 years. Afterwards all data will be deleted, shredded and destroyed. Participants will also have the opportunity to review their recordings after transcription. Only the researcher and the P.I. will have access to the data.

Terms of participation: I understand this project is research, and that my participation is voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent at any time, and stop participating at any time without explanation, penalty, or loss of benefits, or academic standing to which I may otherwise be entitled.

I verify that my signature below indicates that I have read and understand this consent form, and willingly agree to participate in this study under the terms described, and that my signature acknowledges that I have received a signed and dated copy of this consent form.

(Remember that it is a requirement for the P.I. to maintain a signed and dated copy of the same consent form signed and kept by the participant).

PARTICIPANT NAME:

PARTICIPANT SIGNATURE:

DATE:

WITNESS TO SIGNATURE:
(PROJECT STAFF)

DATE:

Appendix D – CITI Training Certificate



Completion Date 07-Apr-2021
Expiration Date 06-Apr-2024
Record ID 41986657

This is to certify that:

TYNISHA MCGEE

Has completed the following CITI Program course:

Not valid for renewal of certification through CME.

Human Subjects Research (HSR)
(Curriculum Group)

IRB Researchers and personnel on IRB protocols
(Course Learner Group)

1 - Basic Course
(Stage)

Under requirements set by:

Kansas State University



Verify at www.citiprogram.org/verify/?w87d5c667-9e59-488f-a1cb-33dcf6f46bee-41986657

Appendix E – Counselor Guidelines for Students Applying to HBCU Partners



California Community Colleges Transfer Guarantee Pathway to Historically Black Colleges & Universities Program

Email: HBCUtrans@cccoba.edu
Website: www.californiacommunitycollegehbcutransfer.com

COUNSELOR GUIDELINES FOR STUDENTS APPLYING TO HBCU PARTNERS

1. **Counselors** - please instruct interested students to begin their research of the 39 HBCU Partner Institutions on program website <http://www.californiacommunitycollegehbcutransfer.com/>
2. Students should compile a list of target HBCUs.
3. Students interested in applying to one or more partner HBCUs must have at the time of transfer, a cumulative 2.0 GPA and satisfy one of the following:
 - A. An Associate Degree for Transfer (ADT)
(or)
 - B. Thirty semester/45 quarter or more transferable units
4. Provide students with congratulatory form below with promotional code. This code allows the student to apply to up to four of the HBCU partner institutions at no cost. Encourage the student to apply as soon as possible at <http://commonblackcollegeapp.com> Note: Students are required to complete all required sections of the application including the high school information and ACT/SAT test scores. Students with no test score to report may input 000 for scores.
5. **Counselors** - Complete and submit the electronic Counselor Verification Form - https://elcamino.formstack.com/forms/counselor_verification_form
6. **Important note:** Students **NOT** applying to a non-partner HBCU school may not be given the promotional code so be sure to verify the institutions. Students will be required to pay the \$20.00 application fee.
7. Students applying to partner schools that are not available via the Common Black College Application will need to apply directly to the following partner institutions: Bowie State University, Hampton University, Texas Southern University, and Xavier University at Louisiana
8. Counselors, please visit the program website for more information <http://www.californiacommunitycollegehbcutransfer.com/>
9. **Counselors** - Please remove the bottom portion of the form below and give to the student.

Student Name: _____ Date _____
Counselor Signature: _____

Congratulations!

Because you have met the requirements of the HBCU Transfer Guarantee Project, you have been cleared to apply to partnered HBCUs for FREE. You may go online to commonblackcollegeapp.com to submit your application.

Your application fee will be waived when you enter **Promo Code CCC2023** (where it is requested on the application). Please take the time to complete your application as soon as possible. This code can only be used by you. All names can be verified.

Once you have completed your application, you will receive a Confirmation Letter by email. Please read the confirmation letter and follow all instructions carefully to ensure your application is received and processed by your selected HBCUs. **Official college transcripts from all colleges attended must be sent immediately and directly to each HBCU(s) applied to, do not upload to the Common Black College Application.**

Appendix F - Strategies for Recruiting Community College Transfer Students

Strategies for Recruiting Community College Transfer Students

December 2013



In the following report, Hanover Research presents best practices for recruiting and marketing to community college transfer students, including information about credit evaluation policies at a number of four-year institutions.



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EXECUTIVE SUMMARY AND KEY FINDINGS

Transfer students have become increasingly important to some four-year universities as many higher education institutions face enrollment challenges. The Brookings Institution conducted a study on community colleges and concluded that “confronted with high tuition costs [at four-year institutions], a weak economy, and increased competition for admission to four-year colleges, students today are more likely than at any other point in history to choose to attend a community college.”¹ These same factors that make community colleges more attractive to many students also affect enrollment at four-year universities.

Some students begin their higher education career at a community college and then plan to transfer to a baccalaureate program, which creates new recruitment opportunities for four-year institutions.² In this report, Hanover Research presents best practices for marketing to and recruiting transfer students, including four-year institutions’ approaches to evaluating transfer credits.

This report is intended to support four-year institutions seeking to strategically plan for effectively targeting, marketing to, and recruiting transfer students from community colleges. The report is organized into the following sections:

- **Section I** presents best practices for recruiting community college transfer students.
- **Section II** explores marketing strategies used by institutions to increase their pipeline of potential transfer student applicants.

KEY FINDINGS

- **Institutions that have had exceptional success recruiting transfer students begin recruiting these students early, often before they graduate from high school.** The University of North Carolina at Chapel Hill guarantees admission to high school students who do not meet its freshman admissions requirements but who later complete an approved set of community college courses. These students participate in campus activities at UNC-Chapel Hill and become familiar with the university before they transfer.
- **Institutions that successfully recruit transfer students also work closely with community colleges, which help identify students who are ready to transfer to four-year institutions.** The University of Central Florida begins working with community college students after they complete 30 units. Regularly sending its

¹ Goldrick-Rab, S., Harris, D. N., Mazzeo, C., and Kienzl, G. *Transforming America’s Community Colleges: A Federal Policy Proposal to Expand Opportunity and Promote Economic Prosperity*. Metropolitan Policy Program, Brookings. 2009. p. 10.
http://www.brookings.edu/~media/research/files/reports/2009/5/07%20community%20college%20goldrick%20rab/0507_community_college_full_report.pdf

² Handel, S. J. *Improving Student Transfer from Community Colleges to Four-Year Institutions – The Perspective of Leaders from Baccalaureate-Granting Institutions*. The College Board. July 2011. p. 8.
<http://advocacy.collegeboard.org/sites/default/files/11b3193transpartweb110712.pdf>

academic counselors to community college campuses allows UCF to advise interested students and minimize potential transfer issues.

- **Transfer students have a tendency to make quick enrollment decisions, so institutions should try to accommodate this need.** Instant Decision Days, like those at St. John’s University, allow students to receive an immediate admissions decision. At the same time, counselors share important information, such as conducting a credit evaluation and discussing financial aid options.
- **Institutions should continue to support transfer students even after they enroll to help them succeed.** Transfer-specific services could include orientation, straightforward credit transfer processes, career advising, academic advising, and transfer student housing. Marketing these services during the recruitment process may help attract transfer students.
- **Three of the institutions reviewed here – St. John’s University, The University of Scranton, and Loyola University of Maryland – provide a quick turnaround for credit evaluation.** Research shows credit transfers are extremely important to transfer students and strongly influence their interest in a transfer institution.
- **There appears to be low student demand for four-year institutions to accept credit earned through massive open online courses (MOOCs).** Other low-cost, online education platforms partner directly with four-year institutions to ensure students earn credits for these courses.
- **Interactive and social media are new marketing strategies used by institutions that have resulted in returns on investment.** That said, traditional media are still common and considered effective. Transfer-specific marketing strategies include focusing on financial aid commitments and campus-based recruiting events and efforts. The University of Michigan-Flint, for example, enrolls an average of 50 community college transfers during each of its “On the Spot Transfer Days.”

SECTION I: BEST PRACTICES FOR RECRUITING TRANSFER STUDENTS

This section includes best practices for recruiting transfer students and evaluating transfer credits, including noteworthy practices at a number of specific institutions.

TRANSFER RECRUITING PRACTICES

Colleges and universities that understand transfer student characteristics and preferences can more effectively recruit these students. Specifically, **transfer students are typically more focused than incoming freshman. They are concerned with whether their courses will transfer and what type of academic and career counseling will be available to them at four-year universities.**³

Community college transfer recruitment is particularly difficult because recruiters have no standard, clear indicator that community college students may be receptive to recruitment efforts, unlike with high school students approaching their senior year. If and when a community college student is considering transferring to a four-year university depends on the individual student. However, a few best practices allow transfer student recruiters to more successfully navigate this variability:⁴

- **Start recruitment efforts early:** Engage students enrolled in community colleges who could be a good fit for a four-year institution early, even if students are not yet thinking about transferring, to cultivate an interest in transferring in the future.
- **Work extensively with community colleges:** Establish relationships with local community colleges and have advisors regularly visit community college campuses to establish a presence. These representatives can also communicate to students what requirements they must fulfill to be eligible to transfer.
- **Allow for quick admission decisions:** Allow counselors to make instantaneous decisions about transfer student admission. Quick decisions can also mean a condensed transfer-specific recruitment plan.
- **Promote transfer-specific services:** Highlight dedicated resources for transfer students on institutional websites, when speaking with potential transfer students, and during orientation to make the transfer process easier.

³ Engel, C. "Understanding the Enrollment Motives of College Transfer Students." Noel-Levitz. 25 Aug. 2011. <http://blog.noellevitz.com/2011/08/25/understanding-enrollment-motives-college-transfer-students/>

⁴ Bullet points based on: [1] Handel, Op. cit. [2] Fretwell, G. "A 10-Point Checklist for Recruiting College Transfer Students." Noel-Levitz. 1 Aug. 2013. <http://blog.noellevitz.com/2013/08/01/10-point-checklist-recruiting-college-transfer-students/> [3] Engel, Op. cit. [4] Ashmore, N. "The Savvy Consumers of the Transfer Student Marketplace." The Lawlor Review. <http://www.thelawlorgroup.com/pov/review/v-xix-i-2/savvy-consumers-transfer-student-marketplace>

START RECRUITMENT EFFORTS EARLY

A College Board report on how to improve student transfer from community colleges to four-year institutions found that **exemplary institutions start by recruiting transfer students before they were even enrolled in a two-year community college.**⁵

The University of California, Los Angeles (UCLA) hosts a week-long summer bridge program for high school students from underserved groups who plan on transferring to a UC campus after attending community college. During this week, students:⁶

- Stay in campus dormitories;
- Meet with professors and advisors;
- Attend lectures and seminars;
- Become familiar with the institution’s research and the academic community; and
- Plan their community college-to-UC transfer strategy.

This experience allows students to envision themselves as transfer students and provides them with a plan of action to carry out while enrolled at a community college, which “is essential for ultimate academic success.”⁷

The University of North Carolina, Chapel Hill (UNC-Chapel Hill) has a similar initiative called the Carolina Student Transfer Excellence Program (C-STEP).⁸ The institution works with local community colleges to identify low- to mid-income high school students who do not meet freshman admission requirements but could do well at the university in the future.⁹ UNC-Chapel Hill “guarantees admission to these students if they attend a participating community college, complete a prescribed set of courses (and earn a specific GPA), and meet regularly with advisors at the two- and four-year institutions.”¹⁰ This program, run by the UNC-Chapel Hill undergraduate admissions staff, serves approximately 400 students. More than half in the program have already enrolled at UNC-Chapel Hill.¹¹

C-STEP also offers unique opportunities for transfer students. UNC-Chapel Hill guarantees to “meet 100 percent of every admitted student’s demonstrated need through grants, scholarship, and loans.” The institution gives qualified C-STEP students the ability to enroll in a scholarship program that pays low-income students’ education and provides them with

⁵ Handel, *Op. cit.*, pp. 6, 14.

⁶ Bullet points taken verbatim, with slight modifications, from: *Ibid.*, p. 14.

⁷ Handel, *Op. cit.*, p. 14.

⁸ “Carolina Student Transfer Excellence Program (C-STEP).” The University of North Carolina at Chapel Hill.

<http://admissions.unc.edu/apply/transfer-students/carolina-student-transfer-excellence-program-c-step/>

⁹ [1] “Carolina Student Transfer Excellence Program (C-STEP),” *Op. cit.* [2] Handel, *Op. cit.*, p. 14.

¹⁰ Handel, *Op. cit.*, p. 14.

¹¹ “Carolina Student Transfer Excellence Program (C-STEP),” *Op. cit.*

extensive support services.¹² The university also allows C-STEP students to participate in activities at the UNC-Chapel Hill campus during their community college tenure.¹³

WORK EXTENSIVELY WITH COMMUNITY COLLEGES

Four-year institutions' close collaboration with community colleges is essential for recruiting community college transfer students. **With close collaboration, advisors from four-year institutions can create sustainable partnerships with two-year institutions and communicate regularly with potential transfer students.**¹⁴

UCLA and UNC-Chapel Hill encourage community college counselors to nominate exceptional students for transfer. Advisors at these universities can then reach out to the individuals and work with those interested in transferring to ensure they fulfill necessary requirements. More broadly, community college counselors can also partner with a four-year institution's transfer initiative by identifying any eligible student. Counselors at community colleges have a better sense of students' readiness and goals and can help match potential transfer students with four-year universities.¹⁵

The **University of Central Florida (UCF)** is one university that closely collaborates with community college students eligible for transfer. Through UCF's DirectConnect program, outreach representatives "begin to work with community college students soon after they complete 30 units" to minimize potential transfer issues.¹⁶ As part of the program, UCF offers advising services on partner community college campuses.¹⁷

Counselors can demystify the transfer process and improve institutional credibility by demonstrating its commitment to potential transfer students.¹⁸ Counselors can also help community college students select courses that will successfully prepare them for transfer.¹⁹

Furthermore, some four-year institutions with close partnerships with community colleges have an articulation agreement that explicitly outlines coursework eligible for credit at the transfer institution. This agreement allows partner community colleges to more smoothly feed transfer students directly to a four-year program.²⁰ **Iona College** has articulation agreements with eight regional community colleges, including ones that prepare transfer students to enter a specific degree field.²¹

¹² [1] "Carolina Student Transfer Excellence Program (C-STEP)," Op. cit. [2] "The Carolina Covenant." The University of North Carolina at Chapel Hill. <http://carolinacovenant.unc.edu/>

¹³ Handel, Op. cit., p. 14.

¹⁴ Fretwell, Op. cit.

¹⁵ Handel, Op. cit., p. 15.

¹⁶ Ibid.

¹⁷ "Direct Connect to UCF." University of Central Florida. <http://regionalcampuses.ucf.edu/directconnect/>

¹⁸ Handel, Op. cit., p. 15.

¹⁹ Ibid., p. 34.

²⁰ Engel, Op. cit.

²¹ For additional information, please reference <http://www.iona.edu/Admissions/Transfer-Admissions/FAQs.aspx#articulation>

However, four-year institutions recognized for successfully recruiting and enrolling transfer students caution against taking articulation agreements too literally.²² Rather than using articulation to determine whether courses are an exact match, four-year institutions should use articulation agreements to guide students so they can transition from a two-year to a four-year institution.²³

ALLOW FOR QUICK ADMISSION DECISIONS

Transfer students tend to make quicker enrollment decisions than traditional students. Transfer students often do not enquire about an institution before they apply, so **four-year institutions must be prepared to address student interest quickly.**²⁴

There are several ways that four-year colleges and universities can better accommodate transfer applicants:

- Admissions officers can create and track a district transfer inquiry pool to specifically address potential transfer student application needs.²⁵
- Institutions can accelerate the application and admissions process by hosting Instant Decision Days like St. John's University offers. Transfer students have the option of attending this event at either of the institution's two campuses. Potential students "sit one-on-one with an admissions counselor to receive a decision, scholarship, credit evaluation and register for...[their] custom schedule."²⁶

PROMOTE TRANSFER-SPECIFIC SERVICES

Transfer-specific services demonstrate that an institution is committed to accepting transfer students and helping them succeed once enrolled. Special visit days and an expedited admissions process are two examples of transfer-friendly practices.²⁷

Higher education consultant Noel-Levitz identified the following three transfer-friendly services as being of particularly high-value to transfer students:²⁸

- **Transferability of courses:** Transfer students are very interested in the number of credits that will transfer, especially for general requirements and courses in their chosen major field. Losing credit can cause potential transfers to quickly lose interest.
- **Academic advising:** Transfer students show a strong determination to succeed, and good academic advising can help them achieve this goal. Advisors at four-year

²² Handel, Op. cit., pp. 13-14.

²³ Ibid., p. 19.

²⁴ [1] "About Noel-Levitz." Noel-Levitz. <https://www.noellevitz.com/about-noel-levitz> [2] Engel, Op. cit.

²⁵ Engel, Op. cit.

²⁶ "Transfer Events." St. John's University. http://www.stjohns.edu/admission/transfer/transfer_events

²⁷ Fretwell, Op. cit.

²⁸ Engel, Op. cit.

institutions can put together degree completion plans with prospective transfer students, which may add value to students as they decide whether to enroll.

- **Career counseling and placement:** Transfer students typically have more defined career interests and want strong career counseling at their institution, so highlighting these services during the recruitment process can benefit colleges and universities that are recruiting transfer students.

Financial aid is another important consideration for transfer students. Many community college students attend college on a part-time basis and hold one or more jobs to pay for their education.²⁹ If they switch to a four-year institution, which often means enrolling as a full-time student, transfer students may face more financial uncertainty.³⁰ Some universities address this concern and help alleviate transfer students' financial burden by using one or more of these innovative financial aid practices:³¹

- **Package transfers like dependent students:** In terms of grant money, Syracuse University treats all transfer students under the age of 24 as if they were classified as a dependent of their parent, allowing transfers to gain awards available to freshman students.
- **Make work-study work for transfers:** Transfer students who worked before may want to continue to support themselves after transferring. Allowing students to work in a federally-funded work-study position gives the student a job but does not require them to travel to an off-campus job, which may take away from time they can commit to studying.
- **Create financial aid partnerships that serve students:** Concurrent enrollment programs between four-year institutions and community colleges allow students to benefit from the financial aid offered by four-year institutions. Some partnerships at institutions in states like Texas and Florida allow such an arrangement.
- **Fund transfer student scholarships:** Private universities may have scholarships that are funded by internal funds or an endowment, which can draw students including transfer students. These scholarships are rare at public four-year institutions, especially transfer-specific scholarships.
- **Help students understand their financial aid future:** Transfer students may struggle to understand how they can finance their education at two different institutions. Even experienced admissions counselors may find it challenging to determine an optimal financial aid package if a student is considering a transfer. Syracuse University is piloting a dual admission program that will allow it "to meet the full

²⁹ Handel, Op. cit., p. 22.

³⁰ "2013 Report: The Attitudes and Motivations of College Transfer Students." Noel-Levitz, 2013. p. 6.
https://www.noellevitz.com/documents/gated/Papers_and_Research/2013/2013TransferStudentAttitudesReport.pdf?code=3910631067201311

³¹ Bold text taken verbatim from: Handel, Op. cit., pp. 23-24.

financial need of students who successfully fulfill their community college dual enrollment requirements and will communicate this to students in advance.”

Although admissions counselors should be able to address financial aid options in person or through other communication with potential students, four-year institution websites that clearly lay out transfer-specific information can also help strengthen recruitment.³² Arizona State University, recognized by *U.S. News and World Report* as the institution with the most incoming transfer students, has a detailed website that allows students to find specific information based on their transfer circumstances.³³

Transfer students require services that support their transition and prepare them to be successful at the new institution. Institutions with incoming transfer students should offer services and support to help students acclimate to the new campus culture.³⁴ Experienced transfer institutions offer some or all of the following support services:³⁵

- An **orientation** and academic preparation institute for students during the summer prior to matriculation.
- A **peer mentoring program** for prospective transfer students, staffed by trained students who themselves previously transferred from community colleges.
- **Transfer skills courses** that give transfer students the ability to form friendships while focusing on the challenges of transferring and the skills to address such challenges.
- **Transfer student housing** to allow students to fully integrate into campus life.

TRANSFER CREDIT EVALUATION POLICIES

Some four-year institutions do not inform transfer students about which of their credits will transfer until they have already been enrolled at the institution for a few months. This practice puts transfer students at a disadvantage. Iowa State and Georgetown University are two universities that **give students a credit evaluation before they have to make a decision to enroll so students know exactly how many credits will transfer.**³⁶

Nationally, legislation has pushed for more transparent credit transfer policies. In 2005, a bill heard in the U.S. House of Representatives’ Committee on Education and the Workforce advocated that all institutions “have a transfer of credit policy, make that policy public, and

³² Engel, Op. cit.

³³ [1] Smith-Barrow, D. “10 Colleges with the Most New Transfer Students Enrolled.” *U.S. News and World Report*. 16 July 2013. <http://www.usnews.com/education/best-colleges/the-short-list-college/articles/2013/07/16/10-colleges-with-the-most-new-transfer-students-enrolled> [2] “Transfer to ASU.” Arizona State University. <https://transfer.asu.edu/>

³⁴ Handel, Op. cit., pp. 25, 27.

³⁵ Emphasis added; the first two bullet points are taken verbatim from: [1] Ashmore, Op. cit., p. 3. The second two bullet points are taken from: [2] Handel, Op. cit., p. 29.

³⁶ Handel, Op. cit., p. 20.

follow that policy.”³⁷ Although this bill did not pass, many four-year colleges and universities have a credit transfer policy.³⁸ Figure 1.1 details policies at several four-year colleges and universities and includes the credit evaluation timeline and office responsible for evaluating transfer credits.

Figure 1.1: Credit Evaluation Policies at Select Institutions

INSTITUTION	CREDIT EVALUATION POLICY	RESPONSIBLE OFFICE
<p>Fordham University</p>	<p>Timeline: After admission</p> <p><i>“Fordham’s three undergraduate colleges normally accept up to 60 transfer credits upon receipt of official transcripts from appropriately accredited institutions. A course must carry three or more credits and be equivalent to a course offered at Fordham in order for credit to transfer. Additionally, only those courses in which a student has earned a C or better can be accepted for credit.”</i></p>	<p>Academic Affairs</p>
<p>Sacred Heart University</p>	<p>Timeline: After admission</p> <p><i>“A maximum of sixty-six (66) credits may be applied to a baccalaureate degree from a two-year college and a maximum of ninety (90) credits may be applied from a four-year college or university.”</i> Articulation agreements with community colleges list transferable courses.</p> <p><i>“Evaluation of courses is based on several factors:</i></p> <ul style="list-style-type: none"> ■ <i>Courses are compared as they relate in depth and content to those offered at SHU</i> ■ <i>Courses with grades lower than C will not transfer</i> ■ <i>Courses must have been taken at an accredited institution</i> ■ <i>Courses deemed remedial and Physical Education or English as a Second Language courses shall not be given credit”</i> <p>Exceptions: The number of credits granted is dependent on the number of courses for a particular program that must be taken at SHU.</p> <p>SHU reserves <i>“the right to require students to repeat transferred courses if it is deemed necessary for success in requisite courses.”</i></p>	<p>Academic Affairs</p>
<p>Fairfield University</p>	<p>Timeline: After admission</p> <ul style="list-style-type: none"> ■ No courses with grades less than C will be accepted for transfer credit. ■ Credit will be granted only for specific work completed at institutions whose quality has been approved by the university. ■ Only the credit hours will be accepted for credit. The actual grades will not transfer. ■ Fairfield University has a residency requirement. In order to earn a degree, at least 60 credits must be earned at Fairfield University. 	<p>Academic Affairs</p>

³⁷ Committee on Education and the Workforce. “College Credit Mobility: Can Transfer of Credit Policies Be Improved?” 5 May 2005. p. 2. <http://www.gpo.gov/fdsys/pkg/CHRG-109hrg21019/pdf/CHRG-109hrg21019.pdf>

³⁸ [1] “Major Congressional Actions”: “Bill Summary & Status, 109th Congress (2005-2006), H.R. 609.” The Library of Congress. <http://thomas.loc.gov/cgi-bin/bdquery/z?d109:H.R.609>; [2] Institutional websites

INSTITUTION	CREDIT EVALUATION POLICY	RESPONSIBLE OFFICE
Iona College	<p>Timeline: After admission</p> <p><i>"A maximum of 64 credits may be accepted upon transfer from all combined accredited two-year institutions and training programs. A maximum of 90 credits in total may be accepted in transfer from all combined accredited two- and four-year institutions and training programs."</i></p> <p>Generally, students must have earned a C or better in equivalent courses to earn transfer credits.</p>	Academic Affairs
St. John's University	<p>Timeline: 24–48 hours after admission</p> <p>St. John's allows students to transfer <i>"as many credits as appropriate. Some students may transfer up to 90 credits, depending on program requirements and individual transcripts."</i></p> <p><i>For consideration, transfer students must have earned a minimum grade point average of 2.0 at their previous college. Grades of C or better are eligible for transfer. Under our residency requirement, transfer students must complete their final two semesters (30-33 credit hours) at St. John's.</i></p> <p><i>St. John's grants substantial credit for students who have completed an A.A. or A.S. degree and wish to continue their studies in a related area. Students who have not earned an associate degree can have their credits transferred to their best advantage towards an applicable degree program."</i></p>	Academic Affairs
Marist College	<p>Timeline: After admission</p> <p><i>"Transfers from two-year colleges must complete at least 50 credits hours at Marist. Transfers from four-year colleges must complete a minimum of 30 credit hours at Marist. Up to 70 credits may be accepted from a community college or accredited two-year institution, although fulfilling requirements toward a student's degree is dependent on meeting all specific program requirements for that degree. All transfer students must complete a minimum of 12 hours of upper-level credits in the major field. A maximum of eight transfer credits can be accepted towards a minor, concentration, or certificate."</i></p> <p>Exceptions: Courses must be similar to Marist's courses in scope and content. Students must earn a C or better in major courses or core requirements and a C minus or better for elective courses. Courses must be from an institution accredited by an agency accepted by Marist.</p>	---
Polytechnic Institute of New York University (NYU Poly)	<p>Timeline: After admission but prior to registration</p> <p>NYU Poly does not specify a limit of credits that will transfer, although it does state that transfer credits for courses cannot exceed the initial worth at the transfer institution. Also, NYU Poly has articulation agreements with two community colleges.</p> <p>Transfer students' academic departments determine the applicability of transfer credits to students' major graduation requirements. <i>"Speech courses, physical education, pre-calculus, trigonometry, and algebra credits are not transferrable."</i></p>	---

INSTITUTION	CREDIT EVALUATION POLICY	RESPONSIBLE OFFICE
Siena College	<p>Timeline: After students accept Siena's matriculation offer</p> <p><i>"Please note that courses from community colleges can transfer in as only 100 or 200 level courses. Students who are looking to transfer in an upper level course (300 or 400 level), must complete the course at a four year school.</i></p> <p><i>Students admitted prior to the Fall 2012 semester may transfer up to 66 credits from a two year school and 90 credits from a four year school (or combination two/four year schools.) Students must complete at least half of their major/minor at Siena or through a Siena Study Abroad program.</i></p> <p><i>Students admitted for the Fall 2012 semester and later may transfer a maximum of 75 credits. A maximum of 66 credits may be transferred from accredited two-year institutions."</i></p>	Academic Affairs
Hofstra University	<p>Timeline: After admission but prior to registration</p> <p><i>"Courses with grades of C minus or better may be transferred from your previous college. As long as the course is comparable to a Hofstra course, you will receive credit. In addition, 30 credits in residence must be completed at Hofstra as well as 15 credits in your major area."</i></p> <p>Hofstra also accepts CLEP subject examination equivalents for credit.</p>	---
Seton Hall University	<p>Timeline: After acceptance is confirmed</p> <p>Seton Hall accepts up to <i>"90 transferable credits as long as you have earned a C or better in non-remedial or vocational courses."</i></p>	Academic Affairs
The University of Scranton	<p>Timeline: After application submission</p> <p><i>"Transfer students need to complete a minimum of 63 credits at The University of Scranton in order to obtain a bachelor's degree. The maximum amount of transferable credits depends upon the total number of credits required to complete a particular program of study. Special consideration is given to students with double majors, minors or areas of concentration. Only courses with a grade of C or better will be reviewed."</i></p>	---
Loyola University of Maryland	<p>Timeline: Credit evaluations are included with acceptance offers.</p> <p>Loyola does not specify a cap on the number of credits it accepts. It does provide a rough acceptance policy for a list of specific course types, though.</p> <p>Exceptions: <i>"Remedial, personal development, physical education, health, and preparatory courses that are not equivalent to or discipline-compatible with Loyola's courses are unacceptable for transfer. Only courses equivalent to three or four credits in which a grade of C or higher has been earned can be accepted for transfer credit."</i></p>	Academic Affairs

Source: Institutional websites³⁹

³⁹ Hanover considered academic advisors, registrar offices, program directors, and deans as part of Academic Affairs.

The majority of institutions profiled in Figure 1.1 offer credit evaluations after they admit applicants. Three of the reviewed institutions – St. John’s, Scranton, and Loyola – provide credit evaluations with the institution’s acceptance offer, or shortly thereafter.⁴⁰ While most institutions’ policies do not mention historic trends, Siena College’s new credit evaluation policy accepts fewer credits from transfer students from four-year colleges.⁴¹

Most credit evaluation policies are general guidelines, not always stating a maximum amount of credits accepted for transfer. General guidelines can make it challenging for transfer students to confirm whether an institution will accept their courses for transfer. However, some policies mention articulation agreements held with local community colleges, which provide some guidance for transfer students. As noted previously, articulation agreements can be highly efficient for ensuring transferable courses.

Despite the rise of massive open online courses (MOOCs), these courses have yet to prove desirable to students looking to cut the cost of post-secondary education.⁴² For example, as of this summer, no students had taken up offers from Georgia State University and Colorado State University-Global Campus to accept credits from MOOCs.⁴³ **Currently, only a small number of institutions grant transfer credits for MOOCs.**⁴⁴

On a broader scale, lawmakers in California and Florida “drafted bills aimed at making state universities give credit to students who pass certain MOOCs.” In Florida, the enacted law enables students to earn credit for online classes, including MOOCs.⁴⁵ As online courses continue to gain recognition, credit transfer policies may adjust as well. Presently, the decision to accept credits from MOOCs falls to the discretion of individual institutions.

Other low-cost online education platforms partner directly with institutions and allow students to easily transfer credit. StraighterLine, a platform that enables students to take self-paced courses, partners with more than 45 institutions that grant credit for the online courses.⁴⁶ In addition, more than 400 non-affiliated institutions have granted credit for StraighterLine’s American Council on Education (ACE) CREDIT-recommended courses.⁴⁷

⁴⁰ [1] “Transfer Credit.” St. John’s University. <http://www.stjohns.edu/admission/transfer/credit.stj> [2] “Transfer FAQ’s.” The University of Scranton. <http://admissions.scranton.edu/apply/transfer/transfer-faq.shtml> [3] “Transfer Students.” Loyola University of Maryland.

<http://www.loyola.edu/undergraduate/admission/transfer.aspx>

⁴¹ “Transfer Credit Information.” Siena College. <https://www.siena.edu/pages/6813.asp>

⁴² Kolowich, S. “A University’s Offer of Credit for a MOOC Gets No Takers.” *The Chronicle of Higher Education*. 8 July 2013. <http://chronicle.com/article/A-Universities-Offer-of-Credit/140131>

⁴³ [1] *Ibid.* [2] Rivard, R. “Rubber Hits the Road.” *Inside Higher Ed*. 8 Aug. 2013.

<http://www.insidehighered.com/news/2013/08/08/researchers-wait-see-if-students-want-transfer-credits-moocs>

⁴⁴ Rivard, *Op. cit.*

⁴⁵ Kolowich, *Op. cit.*

⁴⁶ [1] “How StraighterLine Works.” StraighterLine. <http://www.straighterline.com/how-it-works/how-to-earn-college-credits/> [2] “How Does College Credit Transfer Work?” StraighterLine. <http://www.straighterline.com/how-it-works/credit-transfer/>

⁴⁷ “How Does College Credit Transfer Work?,” *Op. cit.*

SECTION II: MARKETING STRATEGIES FOR TRANSFER STUDENTS

This section presents marketing strategies specific to transfer students. It focuses on practices used by four-year institutions that successfully attract high numbers of transfer students. This section of the report also highlights general marketing trends among two- and four-year institutions that are relevant for any type of student.

MARKETING TO TRANSFER STUDENTS

Four-year institutions that seek to attract transfer students should tailor marketing efforts to reflect these students' interests and values. As discussed in Section I, transfer-specific programming, admission services that make transferring easier, financial aid options, and transfer student services and supports that improve chances of succeeding and getting a job are all points of interest.⁴⁸

Literature identifies the following practices as ways to increase the transfer pipeline and improve transfer student success at four-year institutions:⁴⁹

- **Hold annual open houses on campus** for students from community colleges, and visit community colleges on an ongoing basis to answer potential transfer student questions about the college, transfer admissions requirements, and the application process.
- **Make a commitment to meet low- and moderate-income transfer students' financial need** through a mix of grants and work study. Aim to allow most students to graduate with little or no debt.
- **Perform early "reads" on financial aid applications** to help prospective transfer students make informed decisions about transferring.
- **Hold a monthly "campus day"** for interested community college students and counselors. Cover topics such as admissions, financial aid, and academic counseling, and provide a campus tour. Hold a yearly "campus day" for admitted transfer students and their families.
- **Promote transfer-friendly services** when marketing to transfer students. Services of interest may include on-campus childcare and transfer student lounges for those commuting.

Also, research finds that institutions should consider transfer student families when marketing to these students.⁵⁰ Family support is crucial for community college transfer

⁴⁸ [1] Fretwell, Op. cit. [2] Ashmore, Op. cit., pp. 2-3. [3] Handel, Op. cit.

⁴⁹ Bulleted points are taken from Ashmore, Op. cit., p. 3, with some alterations.

⁵⁰ Ashmore, Op. cit., pp. 2-3.

students, as these individuals are often the first ones in their family to attend college and frequently have family obligations.⁵¹

Institutions can also use more unconventional tactics to augment recruitment from community colleges, such as the practices profiled below.

PRACTICES IN ACTION: MARKETING TO AND RECRUITING TRANSFER STUDENTS

Concordia University Chicago recently enrolled 450 new students and 150 transfer students, a 40 percent increase from the previous year. The university accredits this substantial rise “in part to a marketing plan that capitalizes on the relationships it has established with admitted students who decide for financial or other reasons to begin their educations at community colleges.” **Concordia University Chicago uses a survey to identify non-matriculating applicants who state that they eventually intend to complete a four-year degree and are open to receiving continued communication from the institution.** Based on these results, Concordia reaches out to interested students on an annual basis.⁵²

Timely, two-way contact is critical in generating enrollments. Institutions should proactively contact prospective students and provide timely information to incoming inquiries. **Texas State University-San Marcos (TSU-San Marcos), for example, enables prospective transfers to quickly get information by instant messaging with an admissions counselor.**⁵³ Other institutions call or email students to provide immediate or same-day responses to inquiries.⁵⁴ A pre-determined email schedule allows universities to share the right information at the right time with prospective students that have already expressed an interest.⁵⁵

Instant decision days can be very attractive to transfer students.⁵⁶ **The University of Michigan-Flint (UM-Flint) holds “On the Spot Transfer Days.”** It enrolls an average of 50 community college transfer students during each transfer day. UM-Flint advertises this event through “advertisements in community college newspapers, posters, emails, letters, and whenever the budget allows, radio.”⁵⁷ UM-Flint’s Fall 2012 enrollment reflects its continued success in transfer student enrollment. The institution enrolled 857 transfer students compared to 626 first-time freshmen.⁵⁸

⁵¹ Handel, Op. cit., pp. 25, 27.

⁵² Ashmore, Op. cit., p. 3.

⁵³ [1] Engel, Op. cit. [2] “Transfer Admission.” Texas State University – San Marcos. <http://www.admissions.txstate.edu/future/transfer.html> [3] Smith-Barrow, Op. cit.

⁵⁴ EducationDynamics. *Best Practices in Enrollment Marketing Management*. p. 8. <http://educationdynamics.com/CMSPages/GetFile.aspx?guid=126012d1-18bd-49c4-a2f1-c6e31b4c0d32>

⁵⁵ EducationDynamics, Op. cit., p. 8.

⁵⁶ [1] Ashmore, Op. cit., pp. 2-3. [2] Engel, Op. cit. [3] “Transfer Events,” Op. cit.

⁵⁷ “Marketing Strategy Purpose Group Report.” University of Michigan – Flint. June 2003. p. 17. <http://www.umflint.edu/sites/default/files/imported/chancellor/Documents/marketing.pdf>

⁵⁸ “Common Data Set 2012-2013.” University of Michigan – Flint. pp. 2, 12. http://www.umflint.edu/sites/default/files/groups/Institutional_Analysis/documents/cds_2012-2013_final.pdf

Reserving spaces in sought-after programs for transfer students can also attract qualified applicants. **Alvernia University** enrolls approximately 400 first-year students and 120 transfer students. It accredits the rise in transfer enrollments from four-year institutions to **keeping “slots for sophomore and junior transfers in its competitive nursing and occupational therapy programs, restricting freshman access if necessary.”**⁵⁹

GENERAL TRENDS IN MARKETING

Research from education and marketing firms shows that higher education institutions are increasingly using interactive and social media vehicles to market to students.⁶⁰ Between 2008 and 2009, **“55 percent of [post-secondary education] institutions surveyed allocated more [marketing budget] to interactive” media, “such as web microsites, online tours, [and] student blogs,”** and **“52 percent allocated more to social media.”**⁶¹

However, the overall amount spent on interactive media is relatively small, yet the returns for institutions spending more in this area were positive. Institutions that devoted more than 5 percent of their total marketing/communications spending to interactive media in the 2008-2009 fiscal year reported a “positive impact on website hits, enrollment yield, the quality of applicants, total philanthropic giving, and the percentage of alumni who give.”⁶² Investors allocating more than 3 percent of their total marketing spending to social media report positive payoffs in “website hits, positioning, and alumni giving rates.”⁶³

Despite an increasing focus on interactive and social media marketing efforts, colleges and universities are still investing in traditional marketing avenues. Most institutions still market in print publications. Nevertheless, electronic media still play an important role in higher education marketing, as shown in Figure 2.1.⁶⁴

Figure 2.1: Most Effective Modes of Communication for Undergraduate Recruitment

RANK	FOUR-YEAR PRIVATE	FOUR-YEAR PUBLIC
1	Email communication	Recruiting page(s) on website
2	Calling cell phones	Publication in general (viewbook, search piece, etc.)
3	Recruiting page(s) on website	Website optimized for mobile browsers
4	Publication in general (viewbook, search piece, etc.)	Email communication
5	Website optimized for mobile browsers	Calling cell phones

Source: Noel-Levitz⁶⁵

⁵⁹ Ashmore, Op. cit., p. 2.

⁶⁰ [1] “2013 Marketing and Student Recruitment Practices Benchmark Report for Four-Year and Two-Year Institutions,” Op. cit., p. 5. [2] “Wondering What Works? The Changing Marketing Mix in Higher Education.” Lipman Hearne, July 2010. pp. 3, 9-11. http://www.lipmanhearne.com/Libraries/Key_Insights_Documents/2010_LHI-CASE_Marketing_Spend_Report.pdf

⁶¹ “Wondering What Works? The Changing Marketing Mix in Higher Education,” Op. cit., pp. 3, 7, 9-10.

⁶² Ibid., p. 9.

⁶³ Ibid., pp. 11-12.

⁶⁴ Ibid., p. 7.

⁶⁵ Table contents are taken verbatim from: “2013 Marketing and Student Recruitment Practices Benchmark Report for Four-Year and Two-Year Institutions,” Op. cit., p. 5.

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Appendix G – Participants’ Responses to Interview Questions

The participants’ responses to interview questions and the researchers' observations about the participants' responses, emergent and key themes.

Participants’ Responses to Interview Question 1

This section was organized to show the summary of participants' responses to interview question one and the researcher’s observations about the participants' responses, emergent themes, and key themes. Table G.1. presents the participants’ responses, the researcher’s observations, and emergent themes for interview question one.

Appendix Table G.1. Participants’ Responses, Researcher’s Observations, and Emergent Themes to Interview Questions 1

<p>Q1. Please describe your understanding of the goals of the California Community Colleges Historically Black Colleges and Universities (HBCU/HBCUs) Transfer Guarantee Program.</p>
<p>Participant Alpha’s Response Alpha’s response for interview question one focused on creating a better transfer pathway to HBCUs. In response to interview question one, Alpha said, First, the goal was to create a better transfer pathway for students headed to HBCUs. Historically, students who transferred to HBCUs had a bumpy road full of problems and issues. Creating and improving the pathway was to provide students with another option with this idea of completing their education at an institution where there is a support system, a reflection of themselves in the environment that provided some level of familiarity based on race.</p>
<p>Researcher's Observation After listening to Alpha, the researcher concluded that Alpha understood the goals of the HBCU Transfer Program. According to Alpha, the primary goal was to create better transfer pathways. Alpha also explained that students experienced challenges when transferring to HBCUs. The HBCU Transfer Program provided additional transfer opportunities for students interested in transferring to HBCUs from community colleges; therefore, students will attend an institution with a support system and have the chance to complete their education in an environment with individuals who look like them.</p>
<p>Emergent Themes Participants demonstrated an understanding of the goals</p>

<p>The transfer agreement provided additional transfer opportunities.</p>
<p>Participant Beta’s Response Participant Beta’s response to interview question one focused on the increasing number of African American students transferring to HBCUs. Specifically, in response to interview question one, Beta said, To increase transfer for students to HBCUs, primarily African American students and that any student is interested in transferring. So, having that additional pathway pipeline for students to transfer and to have successful to our partner HBCU.</p>
<p>Researcher’s Observation Based on Beta’s response, the researcher determined that this participant demonstrated an understanding of the agreement to increase students transferring to HBCUs especially African Americans. The participant reported the agreement provided additional transfer pathways and that transfer opportunities are available to all students. The participant also stated that the transfer agreement provided an additional transfer pathway for African American students and any other student.</p>
<p>Emergent Themes The agreement provided additional transfer pathways. Transfer opportunities are available to all students. The transfer agreement provided an additional transfer pathway for African American students and any other student.</p>
<p>Participant Gamma’s Response Participant Gamma’s response to interview question one focused on CCC students who have the option to transfer to HBCUs. In response to interview question one, Gamma said, So, the goal of the program is to inform California students of transfer options that they have for transferring to an HBCU. So, California Community College students, to let them know that there are options beyond just the UC and CSUs and the local schools. The other part of the program is, has been to this articulation so that students' units will transfer to an HBCU, just as they would transfer to the UC or CSU.</p>
<p>Researcher’s Observation The researcher felt Gamma believed that the HBCU Transfer Program expanded options beyond UC, CSU, and other local schools. Gamma also understands the importance of Articulation Agreements.</p>
<p>Emergent Themes The agreement provided additional transfer options. The agreement provided articulation programs to transfer units from CCCs to HBCUs.</p>
<p>Participant Delta’s Response Participant Delta’s response to interview question one praised the program and the importance of HBCUs. In response to interview question one, Delta said, In my overall opinion of it, I think it's a phenomenal program. It is pretty much open to the importance of HBCUs, being that there are no HBCUs on the West Coast. This gives students the opportunity to pursue their dreams of attending a four-year tuition at a much more affordable price. And ultimately, I think that's, that's, that's it in a nutshell, students get the opportunity to attend a four-year institution outside of the Cal State and the UC System.</p>
<p>Researcher’s Observation</p>

<p>Based on Delta's response, the researcher could hear the excitement when the participant described the HBCU Transfer Program as phenomenal. Delta explained students have options of attending a four-year institution other Cal State and the UC System at an affordable cost.</p>
<p>Emergent Themes Participants demonstrated enthusiasm for the opportunities provided by the program. Students have the opportunity to attend 4-year institutions outside of California.</p>
<p>Participant Epsilon's Response Participant Epsilon's comments to interview question one, focused on streamlining the transfer process for CCCs system students to HBCUs. In response to interview question one, Epsilon said,</p> <p style="padding-left: 40px;">The main objective is to have a seamless approach to the enrollment of students who are part of the California Community Colleges system to be able to enroll at historically black colleges. So again, a seamless approach. So, the students have a clear understanding of where they stand when they graduate from their community college and how those credits will transfer to the historically black college. And also, students have a clearer understanding of the support systems that will be in place for them when they transfer to a historically black college.</p>
<p>Researcher's Observation Based on Epsilon's response, the researcher determined that the participant understood that the HBCU Transfer Program provides options for students to attend HBCUs with a seamless process, and students will understand what credits would transfer. Epsilon also understands that HBCUs will support students when transferring.</p>
<p>Emergent Themes Additional transfer options for students Seamless transfer process Support from HBCUs for CCC transfer students</p>
<p>Participant Zeta's Response Participant Zeta's comments to interview question one focused on MOU with the HBCU and CCCs. In response to interview question one, Zeta said,</p> <p style="padding-left: 40px;">It started, I want to say, oh, gosh, I don't remember what year, but like within the last 10 years, this MOU, I think I could be wrong. It probably could be longer an MOU with the statewide and that allows our transfer students to be guaranteed admission within the ADT into over a 30 now over 30 HBCUs that have partnerships with the state. There are other ways to get admission as well outside of the 80. So, like if they meet certain criteria like GPA unit completion. Yeah, things like that. In a nutshell, and there's a website, there's a statewide coordinator team based in LA that puts out a lot of the information and serves as like the hub for coordinating all the HBCU TAG efforts and an MOU.</p>
<p>Researcher's Observation Based on Zeta's response, the researcher determined that the participant had knowledge of the HBCU Transfer Program has increased the number of HBCUs participating to over 30 institutions. Zeta also informed the researcher that if a student meets the criteria of the MOU admission will be guaranteed. Zeta also knew the resources available on the website, through the state coordinator, and the hub for promoting the HBCU Transfer Program.</p>
<p>Emergent Themes Knowledge of transfer of the program goals</p>

<p>Additional transfer resources for students Statewide system support to local CCCs</p>
<p>Participant Eta's Response Participant Eta comments to interview question one focused on establishing the articulation agreements. In response to interview question one, Eta said, <p style="padding-left: 40px;">My understanding is that established articulation agreements were created for California Community Colleges and HBCUs to streamline the transfer process for Black students to make it easier for them to transfer with the hope of, number one, decreasing time to transfer and, number two, creating guaranteed transfer spots available for these students so that they do have a spot waiting for them if they meet all of the requirements.</p> </p>
<p>Researcher Observation Based on Eta's response, the researcher understands the HBCU Transfer Program was created to streamline the transfer process for Black students, guaranteed admission spots when transferring, and decrease the time to transfer.</p>
<p>Emergent Themes Streamlined transfer process Decreased time to transfer from CCC to 4-year institution. Guaranteed admission spots when transferring</p>
<p>Participant Theta's Response Participant Theta's comments to interview question one focused on establishing articulation agreements. In response to interview question, one Theta said, <p style="padding-left: 40px;">My understanding of the agreement is basically a mutually beneficial agreement on both sides to, you know, help increase enrollment at HBCUs. And also give our CCC students the opportunity to have, you know, different experiences, whether that's going to a campus that might be more diverse than what is offered in California, the opportunity to go out of state, you know, the opportunity to be in a, you know, more supportive learning environment, I found with a lot of these schools that I've sat in presentations for their smaller communities, they have, you know, more resources for students, and also getting the guarantee of admission, where there are some guarantee programs in California, but they're not always easily attainable, or they don't always put you at exactly the campus that you want to be at. And so, it also gives students that chance to go to the university that they're, you know, really hoping to go to.</p> </p>
<p>Researcher's Observation Based on Theta's response, the researcher determined that the participant understands that the HBCU Transfer Program provides options for all students to transfer and allows HBCUs to increase enrollment. The participant stressed that students might experience smaller and more diverse campus life in a supportive learning environment beyond California at an HBCU. The participant also identified that the guaranteed programs are only sometimes attainable in California; students can go elsewhere.</p>
<p>Emergent Themes Participant's understanding of transfer goals Increased enrollment in HBCUs Opportunities for students to attend universities out of the state Provided additional transfer resources for students</p>
<p>Participant Iota's Response</p>

Participant Iota's comments to interview question one focused on establishing articulation agreements. In response to interview question, one Iota said,

In terms of HBCU Transfer Pathways, I think it's a great tool to increase students' awareness, first and foremost, about HBCU transfer opportunities. As a [REDACTED] and professional at the CCCs for a long time, now I feel like we often discuss UC/ CSU pathways with the best private institutions and such out of state and in California. But I have not heard of HBCU pathways as much. And I feel like it is becoming more relevant now since the guarantee had passed. So I feel like it's a really good tool to bring awareness of other opportunities in addition to what is mainly talked about, like UC/ CSU and privates, and just increase attainment because I feel like the support system and the holistic support system for students is there to achieve their degree, as opposed to just hear your classes, this is what you need to do to pass them.

Researcher's Observation

Based on Iota's response, the researcher determined that the participant understands the relevance of the HBCU Transfer Program even though the participant has not heard much about the program. The participant expressed that the HBCU Transfer Program provides transfer options for students and brings awareness of additional opportunities instead of the normal ones that are discussed often UC, CSU, private institutions, and other colleges in and out of the state of California. Iota also identified the holistic support system that HBCUs provide.

Emergent Themes

Increased student awareness of transfers
Holistic support systems at HBCUs
Understanding of the relevance of the transfer program

Participant Kappa's Response

Participant Kappa's comments on interview question one focused on establishing articulation agreements. In response to interview question one, Kappa said,

My understanding is that traditionally, what happened was there was not enough slots for our African American students in the judicial UC/ USC transfer routes. And so, the CCCs System developed a pipeline with our HBCUs because, you know, from there, there was an opportunity to connect our students; we just asked for minimal programs. Albeit sometimes they're all under-resourced, but just as you know, dynamic and it is really providing ADTs with a 2.5 GPA, they give a junior standing at our, you know, at the HBCUs. Would they accept all our curriculum that was in alignment? And really was increased our transfer rates but also to provide our students, our academic students, with an equitable opportunity for an HBCU education coming from California that validated their curriculum, that validated the experience and existence of faculty and staff that look like them, and get that you know Black HBCU experience.

Researcher's Observation

From Kappa's response, the researcher observed that the participant knows the goals of the HBCU Transfer Program and how it created a pipeline for African American students to transfer to HBCUs since UC/ USC did not have enough slots available and admissions were not always attained. Kappa also knows that the HBCU Transfer Program also provided options for students beyond the CCCs system and private institutions, increased the transfer rates from

CCCs, made it easier for African Americans to transfer, and students had a clearer understanding of how credits transfer to the HBCU.

Emergent Themes

Participants understanding of the goals of the transfer program

Transfer pipeline for CCC African American students

Validation of HBCU curriculum and experience

Understanding of transfer credits

Emergent Themes for Interview Question 1

The intensive review and analysis of the participants' comments for interview question one identified 29 emergent themes covering the range of participant's responses. The emergent themes from this analysis are presented in the list below.

1. Understanding of the goals
2. The agreement provided additional transfer opportunities.
3. The agreement provided additional transfer pathways.
4. Transfer opportunities are available to all students.
5. The transfer agreement provided an additional transfer pathway for African American students and any other student.
6. Additional transfer options
7. Articulation programs to transfer units from CCCs to HBCUs
8. Participants demonstrated enthusiasm for the opportunities provided by the program.
9. Students have the opportunity to attend 4-year institutions outside of California.
10. Additional transfer options for students
11. Seamless transfer process
12. Support from HBCUs for CCC transfer students
13. Knowledge of transfer of the program goals
14. Additional transfer resources for students

15. Statewide system support to local CCCs
16. Streamlined transfer process
17. Decreased time to transfer from CCC to 4-year institution
18. Guaranteed admission spots when transferring
19. Understanding of transfer goals
20. Increased enrollment in HBCUs
21. Opportunities for students to attend universities out of the state
22. Provided additional transfer resources for students.
23. Increased student awareness of transfers
24. Holistic support systems at HBCUs
25. Understanding of the relevance of the transfer program
26. Understanding of the goals of the transfer program
27. Transfer pipeline for CCC African American students
28. Validation of HBCU curriculum and experience
29. Understanding of transfer credits

Key Themes for Interview Question 1

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. The statement below represents the key theme revealed through this analysis for interview question one.

The goals of the HBCU Transfer Program were understood by the participants.

Participants' Responses to Interview Question 2

This section is organized to show the summary of participants' responses to interview

question two and the researcher’s observations about the participants' responses, emergent themes, and key themes. Appendix Table G.2. presents the participants’ responses, the researcher’s observations, and emergent themes for interview question two.

Appendix Table G.2. Participants’ Responses, Researcher’s Observations, and Emergent Themes to Interview Question 2

<p>Q2. How has the California Community Colleges Historically Black Colleges and Universities Transfer Guarantee Program provided additional transfer opportunities to HBCUs for students?</p>
<p>Participant Alpha’s Response Participant Alpha's comments to interview question two focused on the student's opportunity to explore the vast differences between HBCUs. In response to interview question two, Alpha said,</p> <p style="padding-left: 40px;">I think that the project has definitely provided additional options. The range of HBCUs that we've partnered with the 39 institutions currently are so vast and so different, everything from institutions with maybe a couple of 100 students on campus, then all the way up to, you know, a Tennessee State or a Clark Atlanta with a few 1,000 students. Everything from rural Tuskegee, you know, to Clark Atlanta, in the heart of Atlanta, Georgia, considered, you know, the black Mecca. So, the, the variety of HBCUs has been tremendous, which allows students to find the right fit that that allows students to locate an institution that, you know, is really going to provide for them the best, the best context to complete their bachelor's degree. So, the opportunities have been tremendous, with a variety of schools that we believe allows a student to find the right niche to find the right place for themselves. And I think that's really been important, so that it encouraged students to, you know, too, to explore, to get to know these schools a little bit better, so that they find the right spot. You know, they're not, they're not close, they're not, you know, an hour or two away, they're 1,000s of miles away. So, it's really important that they get to know these schools in a way that they can make a good choice and a good decision.</p>
<p>Researcher’s Observation Based on Alpha's response, the researcher determined that the participant understands that the HBCU Transfer Program provided additional options for students to transfer, and there has been an increase in participating HBCUs. The participant stressed that HBCUs are different; they vary in size, location, campus population, and culture; this allows students to identify which HBCU is the right fit for them.</p>
<p>Emergent Themes Understanding of goals Diverse group of participating HBCUs African American students encouraged to explore out of state transfer opportunities.</p>
<p>Participant Beta’s Response Participant Beta’s comments to interview question two focused on centralizing the articulation agreements with CCC and the HBCUs. In response to interview question two, Beta said,</p>

<p>So, we started off with partnering with nine campuses, and we are currently up to 39 campuses. So, previously, before this agreement, students were transferring to HBCUs. But there weren't the same type of formalized agreements. Some community colleges had their own, like independent agreements with certain HBCU campuses, but nothing overarching like this where any California Community College student could transfer to any of the partner campuses. So, it's streamlined the transfer process for the students, and it's grown the transfer opportunities for those students to use like a specific pathway, and with that pathway also come certain support as well.</p>
<p>Researcher's Observation Based on Beta's response, the researcher determined that the participant understands that individual community colleges had agreements with HBCUs before centralizing the HBCU Transfer Program that provides student transfer options. The researcher felt that this participant understands the goals of the HBCU Transfer Program and the need to be formalized to allow students to transfer to any partnered institutions. The participant noted the increase in HBCUs participating and the streamlined transfer process to allow students to transfer.</p>
<p>Emergent Themes Expansion of transfer opportunities for students Streamlined the transfer process Understanding of the goals</p>
<p>Participant Gamma's Response Participant Gamma's comments to interview question two focused on the transfer experience. In response to question two, Gamma said, <p style="padding-left: 40px;">Okay, what, what it what it's done is first, to let people know that it is an option. The second part that they've done very successfully is to work with the schools so that the undergraduate the lower division units that were transferred to UC or CSU so that those transfer to your HBCU. So, a student doesn't have to make a decision to not go to an HBCU just because they won't take their units. So, and that's the way it used to be. It used to be that that student would want to go to an HBCU. But then, when it got to seeing what units, they were going to take, they wouldn't take enough units. And so, it made more sense for the student to just go to the UC, CSU if they were able to get in where their units would be accepted. And so, one of the things that the project does is it eliminates that as an issue. So, all of the partner schools that we have, they have already said, upfront that they will accept units that would transfer to the UC or CSU.</p> </p>
<p>Researcher's Observation Based on Gamma's response, it appears that the participant comprehends the objectives of the HBCU Transfer Program and recognizes the significance of articulation agreements. Gamma also affirms that students possess a clear understanding of the credits accepted by the partnered HBCUs, UC, or USC. Additionally, Gamma emphasizes that students need not be concerned about credit loss, as credits earned at UC or USC are transferable to the partnered HBCUs. Gamma included the process experienced when deciding not to transfer to an HBCU.</p>
<p>Emergent Themes Increased awareness of HBCUs among CCC students Recognition of the significance of articulation agreements with HBCUs Understanding of the transfer credit process to HBCUs</p>
<p>Participant Delta's Response</p>

Participant Delta's comments to interview question two focused on the transfer experience. In response to question two, Delta said,

Well, it's something as simple as the requirements of the California Community College Program. Their requirements just recently changed. But initially, it was a 2.5 GPA and 60 credit hours with a 2.5 at Troupe University that automatically waived your out-of-state fees, which is a little bit over \$9,000 a year. So those students with a 2.5 or higher attend as an out-of-state student with in-state witness access, which brings their tuition and fees to a ballpark figure of about \$9,000. And they can very much so be cheaper than that. So, that's one of the great opportunities; outside of already having 60 credit hours, you're coming in as a junior. Where you don't have to pay a lot back in loans, and if you do have to take out any, I know that a number of HBCUs that are part of the program, you have additional transfer scholarship opportunities to where you can possibly attend one of the HBCUs are part of the program for free.

Researcher's Observation

Based on Delta's remarks, the researcher concluded that the participant is well-informed about the GPA and credit transfer components of the HBCU Transfer Program. Delta also understands which partnered HBCUs waive out-of-state fees, enabling students to pay in-state fees. The participant highlighted that transferring with 60 credit hours allows entry as a junior, resulting in decreased loan repayment responsibilities. Moreover, Delta pointed out that numerous HBCUs in the program offer extra transfer scholarship options, potentially facilitating tuition-free attendance at these institutions.

Emergent Themes

Understanding of the participation criteria for the transfer agreement
Understanding of the transfer credit process
Awareness of transfer resources available to CCC students at the HBCUs

Participant Epsilon's Response

Participant 5 Epsilon's comments to interview question two focused on scholarships when transferring to the partnered HBCU. In response to question two, Epsilon said,

Well, I think in consideration of the questions of many students in terms of funding their education, is being able to offer scholarships for those HBCUs. So, we have scholarships available from our institution to students who graduate from California Community Colleges. And so that support a system as well. We also have an [REDACTED] Success Center here that is poised and ready to assist those students with understanding their, their transfer credits. I'm helping them to understand their pathways to their particular field of interest, based on what we offer here at the at our college.

Researcher's Observation

Based on Epsilon's comments, the researcher determined that participant knows that when students graduate from CCC are eligible for HBCU transfer scholarships. Epsilon also highlighted the support available for students during the transfer process at the specific institution. The participant assists students in their transition with transfer credits and career pathways.

Emergent Themes

Understanding of the resources and support at the local CCC to help students transfer to HBCUs.
Awareness of transfer credits to the HBCU

Awareness of career pathways at the HBCU

Participant Zeta's Response

Participant Zeta's comments to interview question two focused on students' assurance of guaranteed admissions with the HBCU Transfer Program. In response to question two, Zeta said,

I don't know how it worked previous to that, but um, you know, getting the guaranteed admission to the schools always sounds really reassuring to students just knowing that if I align my ADT planning, which mostly our students are working towards, for CSU transfer, a lot of our students aren't thinking about going out of state, but some of them who are and who are particularly interested in HBCUs, or who, you know, become exposed to what they're exposed to the opportunities. While they're here, it's a really exciting opportunity that allows students to feel like they belong, and that they have a clear, you know, plan and path into the HBCUs, which is just like a nice handoff and transition, at least in terms of the planning and getting their courses aligned for those schools. And then also increasing exposure to the campuses, because, you know, maybe a student is really only interested in like, three HBCUs, you know, kind of the top, maybe the top ones, but um, you know, throughout the, with the agreement, you know, obviously, it's an alphabetical order that the website is organized based on alpha order. And so, students as they're looking to find their other schools, they may notice, like, oh, there's actually 30 more that I could, you know, that I could be eligible for that are maybe right, not too far away from where I was thinking of going anyway. Or, you know, just, just researching the process, it enlightens them to kind of think beyond the boundaries of what they were maybe locked into before. If they were only thinking of a couple of HBCUs. This really gives them like a whole new, whole new map of places that they could go, that they never imagined. So just like how never thought about going to Michigan until we talked right now. It's like, oh, you know, there's actually, there's a place that I might be interested in seeing, you know, just, just seeing the pictures and like, knowing that there's a guaranteed agreement. Again, it's just a reassuring thing for students, that they're working hard for something, and that there's open doors for them all over the state. Or at least on the other side of the United States compared to us.

Researcher's Observation

Based on Zeta's comments, the researcher has determined that the participant can explain that the guaranteed admission to schools through the HBCU Transfer Program reassures students, especially when aligning their ADT planning, often directed towards CSU transfers. The participant mentioned that while many students focus on in-state options, those interested in HBCUs or exposed to such opportunities find this option exciting. Zeta assured that the HBCU Transfer Program provides a clear path into HBCUs, enhancing the feeling of belonging and facilitating course alignment. Moreover, the participant stated that this process encourages students to think beyond their initial choices by exploring the HBCU websites to consider broader possibilities.

Emergent Themes

Awareness of opportunities at HBCUs
Transfer and career pathway opportunities provided
Curriculum alignment between CCCs and HBCUs

Participant Eta's Response

Participant Eta's comments to interview question two focused on how the HBCUs are doing great with the transfer pathways. In response to question two, Eta said,

I think on the receiving end, it's great that there are, you know, spots available for our, our Black students. And, and, you know, I think that the HBCUs have done a great job in trying to establish those clear pathways for transfer. So, I do think that that has made things easier for the community colleges to make sure that the students are taking what they need to take, that they're doing it in a in the, you know, appropriate timeframe and that they're able to move forward quickly. And maybe not quickly, but at least concisely. Right. But I think on the community college side, there. Still, there's still a lack of maybe what the intended outcomes are. So, the, on the transfer side on the receiving end, I think the HBCUs have done a good job. But I think that the community college system in California is lacking in a lot of ways.

Researcher's Observation

Based on Eta's comments, the researcher concluded that the participant possesses a comprehensive understanding of the HBCU Transfer Program, which guarantees transfer placements for Black students at HBCUs. The participant acknowledged HBCUs' efforts in establishing clear transfer pathways to assist community colleges in guiding students toward appropriate courses within a defined timeframe. Eta accurately grasped the program's goals, recognizing that it offers students additional transfer prospects to HBCUs. However, Eta also acknowledged that CCC has certain areas for improvement, especially with the need for CCC to specify the intended outcomes of the HBCU Transfer Program.

Emergent Themes

Understanding of HBCU transfer goals

Transfer and career pathways identified at HBCUs

Students' exposure to different transfer opportunities

Opportunities to identify the intended outcomes of the transfer program between CCCs and HBCUs

Participant Theta's Response

Participant Theta's comments to interview question two focused on the opportunities available for transfer students. In response to question two, Theta said,

So, I think, you know, what the level of impacted campuses so high in California, it leaves students wanting other opportunities outside of schools in California. And so, I think as far as opening up opportunities, you know, again, with that guarantee, it gives them the chance to have that guaranteed admission, some peace of mind there. It also allows them to just learn about new campuses and opportunities, because, you know, they see who we have these partnerships with, and can learn more about the different campuses and the opportunities of different majors on those campuses, you know, some of which might not exist in California, or might be less available here than in other places. You know, I'm especially thinking about nursing, which is, you know, in California, almost impossible to get into a bachelor's program for nursing. And so, not that it's not challenging at other campuses too, but it just allows them more opportunities to look into programs.

Researcher's Observation

Based on Theta's comments, the researcher concluded that Theta comprehended the objectives of the HBCU Transfer Program. Theta recognized that the HBCU Transfer Program offers students additional transfer options beyond California. The participant pointed out that

students experience a sense of reassurance and are assured of guaranteed admission through the program. Theta mentioned that students gain exposure to partnered schools' campuses and majors that might be unavailable or less accessible within California. Theta specifically noted that the nursing program, which is highly competitive in California, could potentially be more attainable at a partnered HBCU, along with other academic programs.

Emergent Themes

Guaranteed HBCU admission valued by CCC transfer students.
Impacted programs identified to guide students through transfer process
Expanded out-of-state transfer options for students

Participant Iota's Response

Participant Iota's comments to interview question two focused HBCUs the effective transfer pathways established through the HBCU Transfer Program. In response to question two, Iota said,

I feel like for number two, at least, how has the California Community Colleges pathways, let me see, provided additional transfer opportunities. I know that we have about 40 participating institutions the last time I love as a part of our CCC to HBCU Transfer Guarantee Program. And what I love about that it's trying to mainstream and trying to be more mainstream in terms of transfer requirements because I feel like transfer requirements could be so cumbersome to students to understand there's a different set of requirements that could be accomplished. And just to transfer to, let's say, UCs, there's a separate set for a CSU or private institutions. So I feel like the fact that HBCU Transfer Guarantee Program allows for students to complete an ADT or an AA degree and then also accepts either I get UC or CSU GE on top of let's say, 30 minimum required minimum unit completion with a certain GPA. I feel like the students it's more accessible to them for sure to be able to transfer to HBCUs. So, it's not creating more obstacles and hurdles on the way. We get a lot more institutions that have required courses, right or major preparation courses. And then we have institutions that have preferred courses, and students who complete the preferred courses are looked at differently than students that will come to complete, let's say, the ADT track and complete whatever is required. So, I feel like HBCUs are really trying to work with students in order to make sure that they could successfully transfer without any additional hurdles or obstacles on the way.

Researcher's Observation

Based on Iota's comments, the researcher determined that the participant recognized that the HBCU Transfer Program offers students additional transfer opportunities to HBCUs, emphasizing the program's advantages. Iota expressed a positive attitude towards the HBCU Transfer Program. The participants appreciated the program's attempt to seamless the transfer process, especially at the HBCU. Iota pointed out that transfer requirements across institutions can often be complex and confusing for students. Iota recognized that different institutions, including UCs, CSUs, and private schools, have varying transfer prerequisites; however, HBCUs work with students and are more accessible even if they complete an Associate of Arts or Associate of Science. The participant noted that many institutions have specific courses that are either preferred or required for transfer. Iota highlighted the disparity in how students are treated during the transfer process based on whether they complete preferred or required courses

Emergent Themes

Expanded transfer opportunities for CCC students
Seamless transfer process
Increased accessibility to HBCUs

Participant Kappa’s Response

Participant Kappa’s comments to interview question two focused on the actions taken to promote the HBCU Transfer Program. In response to question two, Kappa said,
Well, it did through obviously the ADTs it did it through other mechanisms, such as the HBCU tours, right? [REDACTED] spring [REDACTED] campus tour in the south. [REDACTED] Louisiana and check out Xavier and Dillard and [REDACTED] Alabama, and check out Alabama State, [REDACTED] Tuskegee. And drive all the way to the AU Center and checkout Clark, Spelman, and Morehouse. So, it provided a robust, comprehensive way of us connecting them so they can physically see and also the HBCU Transfer days where they do a caravan that will come out here, and the caravan would kind of go through different areas and different schools would come and send faculty and staff to, to check out these colleges universities and then met with the reps and someone would do onsite admissions. [REDACTED]. So, the Umoja Conference and the A²MEND Conference, they'll be a booth, and a lot of HBCU reps will be out there meeting and engaging our students.

Researcher’s Observation

Based on Kappa’s comments, the researcher observed that the participant acknowledged the benefits of the ADTs, and the HBCU Transfer Program offers additional transfer opportunities. The participant understands the importance of providing activities and conferences for students, such as HBCU Transfer Days, where HBCU representatives traveled to different area schools, the A²MEND conference, and Umoja students visiting the campus of HBCUs in southern states, including partnered institutions Xavier, Alabama State, and Clark Atlanta, and non-partner HBCU Spelman.

Emergent Themes

Improved recruitment opportunities from CCCs to HBCUs
Increased exposure to program offerings at HBCUs
Joint recruitment activities between CCCs and HBCUs
Early outreach between CCCs and HBCUs

Emergent Themes for Interview Question 2

The intensive review and analysis of the participants’ responses to interview question two identified 32 emergent themes covering the range of participants’ responses. The list below presents the themes emerging from this analysis.

1. Understanding of goals
2. Diverse group of participating HBCUs
3. African American students encouraged to explore transfer opportunities out of the state

4. Expansion of transfer opportunities for students
5. Streamlined the transfer process
6. Understanding of the goals
7. Increased awareness of HBCUs among CCC students
8. Recognition of the significance of articulation agreements with HBCUs
9. Understanding of the transfer credit process to HBCUs
10. Understanding of the participation criteria for the transfer agreement
11. Understanding of the transfer credit process
12. Awareness of transfer resources available to CCC students at the HBCUs
13. Understanding of the resources and support at the local CCC to help students transfer to
HBCUs
14. Awareness of transfer credits to the HBCU
15. Awareness of career pathways at the HBCU
16. Awareness of opportunities at HBCUs
17. Transfer and career pathway opportunities provided
18. Curriculum alignment between CCCs and HBCUs
19. Understanding of HBCU transfer goals
20. Transfer and career pathways identified at HBCUs
21. Students' exposure to different transfer opportunities
22. Opportunities to identify the intended outcomes of the transfer program between CCCs
and HBCUs
23. Guaranteed HBCU admission valued by CCC transfer students
24. Impacted programs identified to guide students through transfer process

25. Expanded out-of-state transfer options for students
26. Expanded transfer opportunities for CCC students
27. Seamless transfer process
28. Increased accessibility to HBCUs
29. Improved recruitment opportunities from CCCs to HBCUs
30. Increased exposure to program offerings at HBCUs
31. Joint recruitment activities between CCCs and HBCUs
32. Early outreach between CCCs and HBCUs

Key Themes for Interview Question 2

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. The statement below represents the key theme revealed through this analysis for interview question two.

The HBCU Transfer Program provides additional transfer opportunities for students to transfer to HBCUs.

Findings Research Question 2

The second research question: How do participants describe the California Community Colleges Historically Black College and Universities Transfer Guarantee Program in developing pathways to increase baccalaureate degree attainment? One interview question aligned with research question two:

How has the program developed pathways that will ultimately contribute to an increase in baccalaureate degree attainment?

Participants' Responses to Interview Question 3

This section is organized to show the summary of participants' responses to interview question three and the researcher's observations about the participants' responses, emergent and key themes. Appendix Table G.3. presents the participants' responses, the researcher's observations, and emergent themes for interview question three.

Appendix Table G.3. Participants' Responses, Researcher's Observations, and Emergent Themes to Interview Question 3

<p>Q3. How has the program developed pathways that will ultimately contribute to an increase in baccalaureate degree attainment?</p>
<p>Participant Alpha's Response</p> <p>Participant Alpha's comments to interview question three accurately addressed the opportunities created by establishing the ADT. In response to question three, Alpha said,</p> <p>So, the, the Associate Degree for Transfer, which is the degrees that were created here in California back in 2012, between 2012 and 2014. And those degrees were designed to allow students to transfer from any California Community College to our CSU system, which is our California State University system here in California. And that was designed to provide students with specific course content that will lead to their bachelor's degree completion at our CSUs. So, what [REDACTED] basically done is use those same degrees as [REDACTED] partner with our HBCUs so that students don't have to do anything different than what they've already been doing. But ultimately, the design of these degrees were done because [REDACTED] to reduce the number of units that a student potentially would take. That would, of course, be more money and more time. So, the design of these degrees are designed to reduce those things time and money. And more importantly, that it's in alignment with the degree on our CSU campus, which is what [REDACTED] are doing now to better fit our HBCUs. Our HBCUs are taking those associate's degrees that we award here in California. And they are aligning them with their bachelor's degrees so that students seamlessly can see if I take, take this a degree here at my community college is going to fit with wildly colleges specific degree. So that's been our big work over the last year, and a half is really aligning these degrees. So, that ultimately when the student gets there, it's about the bachelor's degree attainment. That's, that's really the ultimate goal.</p> <p>They do the work. [REDACTED] provide them with the associate's degree outlines, this is something that happens at our state level. These are these are degrees that are decided by our, our academic Senate's our state curriculum folks. And then [REDACTED] basically share those degrees with the HBCUs. That's work that has to be done locally at each HBCU with their, with their, with their curriculum with their academic affairs office. And ultimately, each academic area is going to need to review it to ensure that it's an alignment. So that's, that's work that's done at the local level, [REDACTED] they have to</p>

ultimately sign off on if the degree is in alignment with their degree are not [REDACTED] allow them to come back and let us know. So, they do that at the local level.

Researcher's Observation

Based on Alpha's comments, the researcher acknowledged that this participant is well informed that the ADTs were designed to facilitate seamless transfers from CCC to the CSU system. Alpha identified that the goal of the ADT was to offer students specific course content that would directly contribute to completing their bachelor's degrees within the CSU system and partner HBCUs to ensure a consistent and familiar transfer experience for students. Alpha also emphasized that ADT was designed to minimize the number of units students would need to complete, resulting in saving time and cost. ADTs were aligned with CSU degrees and the programs offered by partnered HBCUs. The participant noted that the HBCUs align the ADTs awarded in California with their degree programs to provide students with a seamless transition from associate to baccalaureate bachelor's degree attainment. The participant recognizes that the HBCU Transfer Program provides students with additional transfer opportunities and has developed pathways to increase baccalaureate degree attainment at HBCUs. The participant understands that the process involves students doing the work while receiving guidance from the institution.

Emergent Themes

- Understanding of the goals of the program
- Understanding of the unit transfer process
- Alignment of CCC programs with HBCU curriculum
- Additional transfer opportunities
- Support from the CCCs to enhance the transfer process to HBCUs

Participant Beta's Response

Participant Beta's comments to interview question three emphasized the shortfall of not tracking students by California. In response to question three, Beta said, So, where we have pathways and partnerships with 39 HBCU campuses. So, I guess by nature of increasing the campuses from nine to 39 gives has given students more opportunities, more options for that seamless transfer, and they can still transfer to other HBCUs, but the tracking, there isn't that level of tracking, then at least by California, the only tracking really would be from that HBCU on their side of things. So, I'd say having, having a formalized agreement across the state here in California, with those select HBCUs has, I would hope, increase kind of the, the transfer culture among black students, and specifically for those students interested in HBCUs. So, we, we like to see this partnership as collaborative, so beneficial to both the student and to the HBCU because we all have the same goal in mind, which is graduating, so not just getting the student there, but the student graduating from that institution.

Researcher's Observation

Based on Beta's comments, the researcher determined that the participant has a comprehensive understanding of the goals of the HBCU Transfer Program and provided students with additional transfer options to the increased number of 39 partnering HBCUs. The participant expressed concern that the only tracking mechanism for students is from the HBCUs rather than California. The participants of the HBCU Transfer Program will increase the transfer culture of Black students and students interested in attending an HBCU. Beta stressed that we all have the same goal in mind: to get the student there and graduate from the institution.

Emergent Themes

<p>Increased transfer options Comprehensive understanding of the goals Improved the transfer process for African American students Similar transfer and graduation goals between HBCUs and the CCC</p>
<p>Participant Gamma's Response Participant Gamma's comments to interview question three focused on the support systems available to students to graduate from an HBCU. In response to question three, Gamma said, Okay. Well, just by having a direct pathway to an HBCU, then that increases the degree attainment, especially for African American students, because there is support that's available to them to successfully complete their bachelor's. Bachelor's degree. Yeah, so just by having additional schools to join into the agreement, then that increases the number of options and number of potential students that can take advantage of that.</p>
<p>Researcher's Observation Based on Gamma's response, the researcher determined that the participant understands the HBCU Transfer Program in developing pathways that ultimately contribute to increased baccalaureate degree attainment, especially for African American students at an HBCU. The participant praised the increase in partnering HBCUs with the HBCU Transfer Program students for additional transfer opportunities and the institution's transfer support systems.</p>
<p>Emergent Themes Increased transfer pathways to the HBCU Understanding of the goals of the program Potential to increase graduation rates for African American students Additional transfer opportunities for African American students</p>
<p>Participant Delta's Response Participant Delta's comments to interview question three focused on students' opportunities information is shared with students regarding transfer opportunities outside of California. In response to question three, Delta said, I feel like there's just more opportunities that are available for the students. I work with majority of the transfer students that come from California that is my territory. It really just becomes networking in sharing information where we have all these different internal opportunities for students. And then encouraging individuals and peers for considering you know, get getting away from home or getting away from California. So that has ultimately increased our numbers at the partnered institution Troupe University, given California is the second-largest out-of-state student body population on our Campus, with a nice percentage of that number being California transfer students.</p>
<p>Researcher's Observation Based on Delta's comments, the researcher determined that the participant-comprehended the importance of sharing information with students through networking. Delta mentioned the importance of encouraging students and their peers to leave California for an opportunity at partnered institutions. Students from California, including transfer students, make up the second-largest population at the institution.</p>
<p>Emergent Themes Increased exchange of information between HBCUs and CCCs Increased number of participating HBCUs</p>

Understanding of the goals
<p>Participant Epsilon's Response</p> <p>Participant Epsilon's comments to interview question three focused on the importance of aligning programs that are at each institution for student success. In response to question three, Epsilon said,</p> <p style="padding-left: 40px;">Yeah, I think one of the things that we have found in in partnerships with other community colleges is that when it's, let's say program specific, meaning you take a look at programs that are offered at the community college level, and look at the programs that are offered here at the college level, that those tend to be the more successful group agreements because students are, their focus is a bit more narrowed in on specifically what this institution has to offer that they may already be a part of at their other institution. So, the development of pathways is something that we want to look closely a little bit more closely with the California schools and determine more specifically which programs are being offered at those colleges that will align with the majors and offerings that we have here.</p>
<p>Researcher's Observation</p> <p>Based on Epsilon's comments, the researcher observed that when developing successful agreements should align with programs offered at both institutions. These students tend to be more focused. The participant understands the HBCU Transfer Program developing pathways for community college students.</p>
<p>Emergent Themes</p> <p>Increased understanding of the programs at CCCs and HBCUs Opportunities to expand the development of pathways from CCCs to HBCUs Alignment of curriculum between the CCC and HBCUs</p>
<p>Participant Zeta's Response</p> <p>Participant Zeta's comments to interview question three focused on the importance of aligning programs that are at each institution for student success. In response to question three, Zeta said,</p> <p style="padding-left: 40px;">Yeah, I think, similar to my previous responses, I think that, um, you know, just the exposure and awareness of additional programs that they could easily transfer into just provides a lot of opportunity, but you know, at the very least, it just gives them a backup option. Because sometimes our students are really locked into like, maybe only a couple of CSU or UCS or something. And then when they find out that they are earning the ADT, mostly for CSU, or private school transfer, then they know, you know what, like, there's a lot of these, these are their campuses, even though it wasn't thinking of going out of state, you know, sometimes the game changes after they get word back from the campuses. You know, they get denials, and they realize like, hey, maybe I should look into that guarantee option a little bit more, more vigorously now that my some doors have closed, you know, the only thing particularly for our nursing population like I don't know if you know about the situation in California, but maybe it's bad elsewhere, but like nursing programs out here, like our BSN, even our ADN level nursing programs are like really, really impacted. And so, we're always telling students who want to go into BSN programs that you better plan for backups, like look out of state, look out of our area because there are so many students trying to get into to so few seats, that we just have to get creative and look at other ways to get through to their career. And, you know, they're not usually excited about leaving, state. But you</p>

know, honestly, we've heard of success stories where students are flexible enough to do their bachelor's program in another state and then successfully move on to become an RN down the line. And so whatever way they can get them there. Like, I love that there are nursing programs available at some of these HBCUs that that provide, you know, solid, even guaranteed options for students because it's just so scarce out here. So that's one example like with the nursing track, that I would say gives, gives us an alternative to consider and to suggest, and students are really hard-pressed to find seats available here. Um, you know, I've heard great things about the pre-med, like their pre-medical tracks, pre-law, you know, other very popular tracks, but I would say amongst those, I would say the nursing is probably the most imminent for us, whereas the other ones are more long term, and you can technically major in many things to get to those pre-law, pre-med programs down the line. So, they're a little more flexible and less in demand, I would say, at least for us, major in many things to get to those pre-law, pre-med programs down the line. So, they're a little more flexible and less in demand, I would say, at least for us.

Researcher's Observation

Based on Zeta's comments, the researcher determined that the participant understood that the HBCU Transfer Program offered several opportunities for students, including providing students with additional transfer opportunities, giving students an option if admissions were denied from UC, CSU, or private school, and developing pathways that will lead to baccalaureate attainment. Zeta also noted that students could investigate high-demand programs, such as nursing, that may be available at HBCUs versus institutions in California.

Emergent Themes

Understanding of impacted programs in specialized areas

Provided additional transfer opportunities

Exposure and awareness of additional programs that students could easily transfer into

Participant Eta's Response

Participant Eta's comments to interview question three focused on the importance of aligning programs that are at each institution for student success. In response to question three, Eta said,

So again, I think that pathway establishment is there. But I don't necessarily think that it's going to lead to an increase in bachelor attainment if students aren't able to complete their undergraduate work with us, which is not happening because of the consistent decrease in Black student college attendance, especially in Black men. And I think they're the numerous barriers that there are to finish community college. It is a great opportunity. I think that there's a lot of potential for students to be able to receive the resources that we have to be able to get their undergrad done in a way that's affordable and efficient. And then to transfer clearly through a pathway-based off their major their desired HBCU they'd like to attend and again, hopefully meeting the requirements and having a spot ready for them to make that transition smooth. But I do again think that there's some significant barriers that are preventing this from being as successful as it could be.

Researcher's Observation

Based on Eta's comments, the researcher determined that the participant understood that the HBCU Transfer Program developed pathways and provided students with additional transfer opportunities. However, it does not necessarily increase baccalaureate degree attainment if

students do not complete their undergraduate work at the community college. Eta stressed several barriers that are preventing the agreement from being successful, including the consistent decrease in Black students' enrollment and a higher number of Black males not attending college. Community college students may receive resources that allow for a more cost-efficient path to a degree. Students who transfer through a pathway have a spot ready at the HBCU if they meet the requirements based on the potential major.

Emergent Themes

Opportunities for students to identify transfer resources

Transfer Pathways based on major

Awareness of the transfer resources for CCC transfer students at HBCUs

Participant Theta's Response

Participant Theta's comments to interview question three focused on increasing access for students that do not have the opportunity to attend a program in California. In response to question three, Theta said,

Yeah, again, I think a lot of it's about increasing access for students that, you know, may not be able to get into that first-choice program in California are looking for a different experience and a different environment in which to study. And so, it's giving them more options. It also is, I'm trying to think of what I'm trying to say here. That so another, you know, another thing we've noticed is some of the schools will accept our GE requirements for GE requirements at the school they transfer to, and so that creates a really seamless process as well for them, because they know exactly you know, the stuff I'm taking at Brackett Community College is basically going to work at the school that I'm transferring to. And so, when, when schools are able to do that, I know that's helpful for students. You know, as far as like direct pathways with majors, I haven't seen a ton of those, but I know, you know, when I've had students, you know, check into the program, that they're always really willing to work with them, the admissions officers are and really give them more information about what a transfer to their school will look like. And so, they're getting an idea of what that pathway will look like after transfer.

Researcher's Observation

Based on Theta's response, the researcher determined that the participant understood the HBCU Transfer Program provided students with additional transfer opportunities. Some schools will accept the GE requirements to create a seamless process. The participant has not seen a ton of direct pathways with majors. Admission officers at the school are willing to work with students on a program pathway that will transfer.

Emergent Themes

Increased access to HBCUs

Understanding of the goals

Support for program pathways from CCCs to HBCUs

Early recruitment opportunities

Participant Iota's Response

Participant Iota's comments to interview question three focused on taking pressure off students during the application process. In response to question three, Iota said,

Let me see. So, I feel like the guaranteed acceptance for sure and correct me if you had something else in mind when asking a question. But when I read the question, I thought of the guaranteed acceptance because I feel like that takes a lot of the heat and

the pressure off a student when they're trying to complete the application process. And at least that they at least they know once they complete whatever set forth, they'll be able to get acceptance for sure. I feel like that cuts a little bit of the stress out in terms of the transfer process. I feel like the other part of it is the ability to complete 30 units or more depending on the program of the HBCU Guarantee and then getting acceptance. I think some students who are just trying to be at a community college and complete some of the general education courses and then get more of that university feel would probably benefit from that opportunity a lot more. And then what I like about the additional pathways is that the HBCU Guarantee Program also focuses on a lot of the, say science, engineering, and nursing sort of programs. And they have scholarship consideration. So that's definitely a way to boost BA degree attainment. Because a lot of our students, especially at the CCC level, are either first-generation or they, come from a low-income background or have any sort of additional nontraditional circumstances surrounding their transfer process and just their academic journey overall. So, I feel like they do a really good job of, again, supporting students holistically and providing the different opportunities when it comes to all kinds of majors and in class and outside of the classroom as well.

Researcher's Observation

Based on Iota's response, the researchers determined that the participant believed that the pressure is off the students when completing the transfer application process under the HBCU Transfer Program. Students are guaranteed acceptance after completing 30 units or more, depending on the program of study for the HBCU Transfer Program. Students who have completed general education courses at the community college will benefit more at the university. Participant understands that the HBCU Transfer Program has developed pathways that will ultimately increase baccalaureate degree attainment. The HBCU Transfer Program focuses a lot on science, engineering, and nursing scholarships are available. Many students at the CCC level are first-generation, low-income, and nontraditional, surrounding the transfer process and academic journey. Students are supported holistically and provided different opportunities for majors in and outside of the classroom.

Emergent Themes

Support of the CCC of non-traditional students
Holistic support available to CCC students at HBCU
Transfer pathways identified from CCCs to HBCUs
Understanding of the participation criteria

Participant Kappa's Response

Participant Kappa's comments to interview question three focused on holistic services available at HBCUs. In response to question three, Kappa said,

I mean, by just providing opportunities on the path that some of these HBCUs have more, I think holistic completion services. Their faculty to student ratio is nine to one, you know, and so it just more hands-on, more wraparound services. They're not as huge as 36,000 students at San Diego State. So, our students are not following a large fly on the wall or falling through the cracks that actually holistic wraparound, the faculty, they actually act like admin, second parents, and, you know, they've been good and resourceful and all they can do to help support the students complete. So, I think that's been the biggest support. And financially there's a challenge, right, because some of them are a bit more private institutions. And so that by that it becomes out-of-state

tuition as for in-state. To relieve some of those opportunities there have been a litany of, I would say holistic student services to help our students to complete the bachelor degree. And then the opportunities to provide a pipeline for master's degrees. And so, some of these schools, for example they have graduate school pipelines, and that exposure comes early on. So, Xavier, for example, they're, they're, they're exposing their students to a pharmacy program in their junior year. You know, Fisk has a program with the medical school Meharry, you know, and that's early on, Spelman Law School Program. So, there's opportunities I think our students have been exposed to not just to complete their bachelor's degree but to actually pursue a graduate degree.

Researcher's Observation

The researcher's observations to Kappa's response were the following: some HBCUs provide a path for holistic completion services; faculty to student ratio is nine to one, more hands-on; HBCUs are not huge with 36,000 students; provide more wrap-around services; faculty help support students to complete; financially challenging at some private institutions with out-of-state tuition; holistic student services for students to complete a bachelor's degree; and early exposure to opportunities to provide pipeline for master's degree.

Emergent Themes

Career pathways pipeline for CCC students
Understanding of financial challenges at private HBCUs
Holistic support services available at HBCUs
Early exposure to graduate level education opportunities

Emergent Themes for Interview Question 3

The intensive review and analysis of the participants' responses for interview question three identified 37 themes covering the range of participant's responses. The emerging themes from this analysis are presented in the list below.

- 1) Understanding of the goals of the program
- 2) Understanding of the unit transfer process
- 3) Alignment of CCC programs with HBCU curriculum
- 4) Additional transfer opportunities
- 5) Support from the CCCs to enhance the transfer process to HBCUs
- 6) Increased transfer options
- 7) Comprehensive understanding of the goals
- 8) Improved the transfer process for African American students

- 9) Similar transfer and graduation goals between HBCUs and the CCC
- 10) Increased transfer pathways to the HBCU
- 11) Understanding of the goals of the program
- 12) Potential to increase graduation rates for African American students
- 13) Additional transfer opportunities for African American students
- 14) Increased exchange of information between HBCUs and CCCs
- 15) Increased number of participating HBCUs
- 16) Understanding of the goals
- 17) Increased understanding of the programs at CCCs and HBCUs
- 18) Opportunities to expand the development of pathways from CCCs to HBCUs
- 19) Alignment of curriculum between the CCC and HBCUs
- 20) Understanding of impacted programs in specialized areas
- 21) Provided additional transfer opportunities
- 22) Exposure and awareness of additional programs that students could easily transfer into
- 23) Opportunities for students to identify transfer resources
- 24) Transfer Pathways based on major
- 25) Awareness of the transfer resources for CCC transfer students at HBCUs
- 26) Increased access to HBCUs
- 27) Understanding of the goals
- 28) Support for program pathways from CCCs to HBCUs
- 29) Early recruitment opportunities
- 30) Support of the CCC of non-traditional students
- 31) Holistic support available to CCC students at HBCU

imagine there's no [REDACTED]. So [REDACTED] initially were attending events, we have what's called California, they call it California Transfer Days in something else nights, but it's coordinated on our state-level at our state office. And what it does is it basically coordinates all of the fall outreach events. So, [REDACTED]. Unfortunately, [REDACTED], you just can't get to everything. But these events last all fall, they started in late August, and they go all the way into November. So that's really how [REDACTED] to recruit students and inform students about this transfer guarantee is by attending these various events, these transfer events, to inform students and really just get them involved, and make them more aware. But ultimately, [REDACTED]. And so, [REDACTED]. And [REDACTED] 90 minute training of counselors to under a couple of things, help them understand the history of HBCUs. To understand, understand this project and how students qualify for this project, and then ultimately to [REDACTED] supporting students on their campus. So that's worked out really, really well.

Researcher's Observation

Based on Alpha's response, the researcher determined that the participant is aware of the CCC's limited number of staff to implement the HBCU Transfer Program that services 116 California Community Colleges and over 2.1 million students. Alpha mentioned the early recruiting efforts of the Transfer Days, which are coordinated at the state level in the fall to inform students of the additional transfer opportunities that HBCUs provide through various events held from August to November. Alpha understood that every student was not reached. However, the staff was there to spread the information on the HBCU Transfer Program. Alpha also campus counselors are provided a 90 minute training to help them understand the HBCU Transfer Program, how students qualify, and the history of HBCUs.

Emergent Themes

Recruiting and informing students for opportunities for the program
Increased awareness of the guaranteed program
Understanding of the history of HBCUs
Providing local support for students
Engagement of CCC advisors at the local level

Participant Beta's Response

Participant Beta's comments to interview question four focused on transfer events pre-COVID and after as well as support for transfer students. In response to question four, Beta said, Okay, sure. So, [REDACTED] variety of recruitment activities, outreach, and recruitment activities. I'll kind of, I guess, I'll try to organize it pre-COVID. And then more so current. So pre COVID, our standard was participating in transfer fairs at the community colleges here in California. So, campuses would have transfer fairs, primarily throughout the fall semester, [REDACTED] you know, a lot of different colleges and universities there. And so, [REDACTED], [REDACTED] attend and share information about the agreement, how students can take advantage of it, let them know which schools [REDACTED] partnered with, and then answer any questions that they might have. Let's see, [REDACTED]. So, [REDACTED] able to kind of connect and speak with students from that perspective, having come from California, and [REDACTED] and [REDACTED] actually transferred as well. [REDACTED] So, [REDACTED] build

those relationships with the students because we know that those relationships can manifest into, you know, develop that connection with the students. So, when they have questions, they're more likely to respond. So, transfer for years, that was kind of [REDACTED] primary, maybe step one. And then participating, [REDACTED] to different campuses would have like different [REDACTED].

So, [REDACTED] of this HBCU transfer, give students more and counselors more information [REDACTED] about the about HBCUs. And the benefits and all of that of attending a campus [REDACTED] worked with, or [REDACTED] continuously worked with two organizations [REDACTED] in California that work specifically with community college students. And that's the Umoja community. So, they're a learning; they're a learning community. And they are connected with about 60, I'd say at this point, community colleges here in California, and they work with the students. They have a really, a really kind of like Afro-centric approach, and morals and principles in their work with students.

Students take English and math courses together because those tend to be, tend to be two of the main courses that Black and Brown students have challenges in, in the community college system. And that can be a hindrance to transfer that can be kind of one of those gatekeepers. So, students that participate in that program that hit those courses tend to do better in that math and English. They have their own dedicated counselor. So, [REDACTED]. They have a conference [REDACTED] in annually with that conference; [REDACTED] HBCUs.

Whoever is available to come out for their college fair as well, and then the other organization is the A²MEND group. And that's like an exponent two at the end, so it looks like A two Men. And so that is an organization that was created by African American male administrators within the California Community College System. And their target audience are African, primarily African American male students in the community college system. So, they're, they're more so of a mentorship type of organization. They have about maybe, I think, 15 to 20 charters on community college campuses throughout the state. Oh, and just to note, there are 115 or 116 community college campuses in California. So just to give some context for those numbers. And so, they have a conference as well, [REDACTED].

Let's see what else variety of virtual events and webinars, and workshops. And [REDACTED] [REDACTED] able to connect the HBCUs with the students in not have to consider travel. So, [REDACTED] academic webinars series where the HBCUs would spend about 10 to 15 minutes talking about their campus and that the specifically related academic programs and opportunities, so there'll be organized by like, social sciences, STEM programs, business and finance, nursing, things like that. And so, the audience for that are students and counselors so that they can learn to help them to do some of that research on the campus, not just do you have my major, but what is what does that program look like at your school what happened, you know, opportunities. And then [REDACTED] workshop [REDACTED] of general information sessions about the project and what it was how you could take advantage of it all of that. [REDACTED] a variety of topics like HBCU campus culture, funding your HBCU experience, academic preparation. There's so many more, personal statements. And then some transfer prep sessions. So, for those students that, let's say, for example, are getting ready to transfer this fall, [REDACTED] details of the transfer process

physically. So how are you getting to that campus? Are you flying or driving? What do you need to bring or what don't you need to bring a student on campus off-campus, understanding your financial aid packet, and all those types of things. So, [REDACTED], supports in place because a lot of the students are first-generation college students. And also, you know, leaving the state can be a whole different experience as well. So, [REDACTED] prepared as possible for that. [REDACTED] work with the students throughout their transfer process. So, whether [REDACTED] a transfer fair and other outreach events, or their counselor has connected them with us by letting us know, hey there, they apply to some HBCUs. [REDACTED], answering any questions about the application process, the transfer process, you know, just kind of checking in what questions do you have? Have you submitted your transcripts? Did you complete your FAFSA, and then also, [REDACTED]? So, I think, oh, I forgot one huge one pre COVID. [REDACTED] caravan event. And that was about a two-week-long event in the fall. And [REDACTED] invite all of the partner HBCUs to come out to California. So, [REDACTED] anywhere from like 17 to 20 campuses participate. And [REDACTED] start in Northern California and move [REDACTED] down to Southern California and is it up to a total of about seven to eight community college campuses and host transfer fairs at those campuses, but all of [REDACTED] HBCUs would be, you know, they would actually be there. So, [REDACTED] college fair to them. And so, students from not only that community college, but from an area could also participate in in that, and that was a really kind of great way to bring them physically together. And a lot of them would, you know, be able to apply on the spot. And [REDACTED] caravan with the Umoja conference. So that that's how [REDACTED], to have the campuses there in person for, for their college fair as well. Other PCs, [REDACTED] community colleges because we know that that tends to be the kind of, you know, the first line of defense. So that's where students, when they're ready to transfer, they're thinking about transferring, they're going to their counselor. Hopefully, they're utilizing the resource of going to their counselor to to ask questions to get that support. And so, [REDACTED] Common Black College Application, where students can apply for free. And so, they're able to get that promo code from the counselor once they've met the requirements, the GPA, and the number of unit requirements. Until then, the counselor [REDACTED] know who they've given that code to, [REDACTED]. And then [REDACTED] social media now. So, [REDACTED] get connected with students that way as well. Black College Expo that's another big event. And Southern California in Northern California [REDACTED] also participate in, um, usually with a couple of workshops, but also just, you know, having a booth there at that event.

Researcher's Observation

Based on Beta's comments, the researcher determined that the participant understood the recruitment practices in place at the community for students transferring to HBCUs. Beta mentioned outreach and recruitment activities, virtual events, conferences, academic webinars, and workshops from pre-COVID to 2021 for students and to inform counselors. Beta noted that transfer fairs occurred in the fall semester at different campuses, where many HBCUs participated, to share information on the HBCU Transfer Program and how students can take advantage of it, naming the partnering institutions and answering questions. Beta mentioned the recruitment efforts of the Umoja community conference and workshops with the mentoring

group A²MEND, for African American male students. Beta stressed that there is a support system for students interested in transferring by providing workshops on financial aid, funding your HBCU, and creating a unit for first-generation students. Beta mentioned connecting CCC students with current HBCU students and alumni, the partnership with the Common Black College Application, and the Black College Expo. This support is continued throughout the student's time after completing at the CCC.

Emergent Themes

Sharing of information about the transfer program
Awareness of the transfer support services at the local community college
Identification of barriers between the guaranteed program and other support services
Increased awareness of the HBCU

Participant Gamma's Response

Participant Gamma's comments to interview question four focused on early recruitment practices at community colleges to HBCUs. In response to question four, Gamma said, Well, it's currently now what are the practices for students to be recruited to the HBCUs? Okay, um, basically, the recruitment practices at this time are that [REDACTED] the word out that this is an option. [REDACTED] through [REDACTED] caravan, caravans and through attending the college transfer fairs that different schools within throughout California have. And so, [REDACTED] a presence at all of the transfer fairs and also different conferences that are relevant to African Americans. And also, for our students, like A²MEND and the Umoja conferences. [REDACTED], but [REDACTED] counselor conferences so that [REDACTED] counselors know about those options that are available. [REDACTED] presentations to counselors and counseling divisions to let them know about this option, and many of them just did not know about the program.

Researcher's Observation

Based on Gamma's comments, the researcher determined that the participants understood the recruitment practices for community college students transferring to HBCUs. Gamma understood the importance of representation at the transfer fairs, Umoja, and A²MEND conferences for students and attending the counselor conferences to inform students of the option to transfer to HBCUs.

Emergent Themes

Awareness of transfer opportunities at HBCUS
Participation in local CCC transfer activities
Increased awareness of HBCU transfer programs
Collaboration with CCC counselors

Participant Delta's Response

Participant Delta's comments to interview question four focused on recruiting students right out of high school. In response to question four, Delta said, Early recruitment practices it's really kind of hard to say as far as early recruitment practices, simply because we work so much with high school students. However, some students would much rather prefer staying home than leaving because I think it closes HBCU outside of the one in Compton, which is solely based on medical is like Texas Southern or Prairie View or something like that. So, early efforts would be recruiting students as they come out of high school. However, recruiting students before they actually complete the program, our admission requirements will kind of step in place of that because, in order for students to qualify as a transfer student, all they need is a 2.0

<p>GPA and 18 credit hours. So, they don't necessarily have to stay to complete the entire program in order to be a transfer student; however, to stay in the program, they do have to complete that, you know, the requirements.</p>
<p>Researcher's Observation Based on Delta's comments, the researcher determined that the participants understood it took much work to say the early recruitment practices for high school students to HBCUs. Delta noted that in working with high school students would prefer to stay home given the distance of HBCUs. Delta mentioned that if students met the 2.0 and 18 credit hours requirements, they qualify as a transfer.</p>
<p>Emergent Themes Increased awareness of early recruitment practices Awareness of transfer qualifications for CCC students</p>
<p>Participant Epsilon's Response Participant Epsilon's comments to interview question four focused on partnerships and MOUs established between community colleges and HBCU. In response to question four, Epsilon said,</p> <p style="padding-left: 40px;">So when I, when I think about that question or that statement, in terms of early recruitment practices, um, we, in our partnerships, we make sure we what we do is we make sure that we are, first of all that there is a, an approach for the student at the community college level, so that they understand as much as possible about who we are in and where we are in their consideration for their next step for college. And so, in many cases, the website is a source of information for those students. So, if they're at the community college, and for instance, they know that Artesian, Artesian College is a partner with their community college or they have an MOU with their community college, they have a direct link to our website and our information, our curriculum. And they also have a direct link to what credits will transfer. So that, you know, that's the first stop in providing information that way. And we also make a concerted effort to participate in the recruitment efforts of a community college so that they can get a chance to meet recruiters in person and gain more information that way.</p>
<p>Researcher's Observation Based on Epsilon's comments, the researcher determined that the participants understood that the approach of early recruitment practices at the community college is to ensure students know who they are, what credits will transfer via MOU, and an opportunity to meet recruiters' students at college fairs and review the website as a direct link.</p>
<p>Emergent Themes Increased awareness of early recruitment practices Increased awareness of programs at the HBCU Understanding of the transfer credit process</p>
<p>Participant Zeta's Response Participant Zeta's comments to interview question four focused on students navigating websites and email to speak with HBCU representatives. In response to question four, Zeta said,</p> <p style="padding-left: 40px;">So, recruitment, I would say, you know, I don't know if it's like this at other community colleges, but you know, a lot of it is just we kind of corral the, the reps, the university reps, based on their schedule, availability, and interest. So, you know, if the HBCU reaches out to us, then we would certainly provide a venue or platform whether</p>

it's, they want to do a presentation or you know, a workshop or do like a one on one visits, drop ins or appointments on a certain days that are earmarked for our students, you know, now that we're in like this COVID virtual world, I would say it's a lot easier to connect with university reps in a way because now students are a lot more email friendly and you know, everybody's websites is like running really well. And you know, you could just click and talk to somebody live mostly um, so I would say some of those barriers are becoming less obstructive for students who are savvy enough to go on the websites and like navigate those things. Um, but in terms of on campus recruitment, and like really targeted outreach that the reps may opt to do. You know, usually they will reach out to either me the campus transfer coordinator and or like maybe our Umoja program because they have a lot of students. The platforms are easier now for the, the HBCU representatives who communicate with students through virtually an email. Yeah, um, yeah. And then also, because we have the statewide coordinators in California based at [REDACTED], I would say that, you know, they, they take a lot of the, the efforts to get all the HBCUs, kind of in one place. So, they would help us to organize an HBCU fair. And we've always expressed interest in hosting an HBCU fair on our campus, because we see the benefit. And we're also [REDACTED] in our district, so that our sister colleges can also easily come and drop by if they, if they wanted to participate, which they usually have. So. So yeah, coordinating an annual transfer day, if possible, or, you know, whatever ways we can connect more with the reps when they're physically or in the region, we try to be a part of that. But I think the other way, I think maybe where I left off was they'll, sometimes the reps will try to coordinate with like an Umoja program that we have Umoja program on campus, which has a lot of students who may be interested in HBCUs. So, they try to connect with the coordinators to, to get face time with like the Umoja class, the current classes, so that they can get firsthand exposure to the HBCU TAG Agreement and stuff like that. And ask a lot of questions. We also have on our website, like the Grand Community College transfer website, it's like there's a separate tab under like a dedicated tab on our transfer website that talks about HBCUs. And the TAG Agreement, but with MOU. It has the Common Black College Application link on there, it talks about how to get a fee waiver. So, we try to provide as many details as possible, so that students can research on their own, if they're just finding us on their website, or you know, they never talked to anybody, and they just use the internet resources that they can still get access and information to that just by clicking around. And that those links HBCU information is also cross cross-referenced on our ADT link, because we have another eight-associate degree for transfer resource website that just talks all about if you earn an associate degree for transfer, what you can get for what you can get out of it, mostly for CSU. But we also mentioned that you can also get HBCU Guarantees. And click, click here for more information.

Researcher's Observation

Based on Zeta's comments the researcher determined Zeta understood early recruiting practices for community college students to HBCUs by on campus recruitment where reps can opt to do. Prior to COVID representatives from the HBCU would coordinate best times and opportunities to meet with students, currently the process is easier, and those barriers are few given the virtual space and students don't have to be present in the same space. Zeta noted students can navigate websites and email to speak with reps from various institutions. Zeta

mentioned the HBCU reps would reach out to the transfer coordinator for on campus activities, attend the HBCU fair in which sister institutions are invited to attend, and participate with the Umoja students. Zeta noted students are given information on the HBCU Transfer Program, MOUs, and the Common Black College Application as well as an opportunity to research on their own.

Emergent Themes

Increased connectivity between HBCUs and CCCs
Strategic early outreach practices
Increased awareness of existing transfer support programs at the CCC
Identification of strategies to promote transfer opportunities
Increased awareness of HBCU programs and articulation agreements

Participant Eta's Response

Participant Eta's comments to interview question four mentioned the promise program. In response to question four, Eta said,

Okay. So, at least in California, we have our promise program, so that helps for recruitment, right? To get our new students in, especially High School, graduating high school seniors to come to college for the first time, full-time, it's not necessarily specific to HBCUs. Honestly, we don't do any specific HBCU early recruitment. However, we do, do HBCU recruitment, we do college tour. So, we do take students to college tours for HBCUs. That's part of our within the two, you know, every year we do like, a, used to be bus tour, but I don't know COVID put a stop to that. But we were trying to do that again, which was to take, you know, group of students who are interested to HBCUs and take them around and see if they can get signed up, especially as they're getting closer to graduation. But that's sort of towards the end. Because sometimes they would actually come, you know, sign while they're there and come back. But early recruitment, I think we were just trying to get students here. So, they're not necessarily we don't have a connection, as far as I know, with the HBCUs to create clear early recruitment processes, it's more just general, come to community college recruitment. And once you're here, we're going to hopefully convince you that you should want to transfer, not just graduate and go to an HBCU. So that happens more after that they've, they've become a student, but we don't really, I don't think we use that as a recruitment tool. Although we do have, you know, general information on the website that you know, our graduates go to HBCUs, there isn't any defined marketing or outreach, specifically showing students from day one that HBCUs are an opportunity for them.

Researcher's Observation

Based on Eta's comments, the researcher determined that the participant understood the early recruitment practices for community college students. However, they are not specifically for HBCUs. It is getting students to the institution. Eta stressed the promise program, assisting in getting high school students graduating to attend college for the first time and full-time. The community college recruits HBCU and HBCU college tours that have not occurred since COVID. Eta mentioned that once students are there. Hopefully, the institution can convince students to transfer. Eta also noted that while there is no defined marketing outreach for HBCUs, students have an opportunity to attend them from day one.

Emergent Themes

Increased awareness of transfer programs in the state of California

Increased awareness of HBCU and early recruitment practices
Increased awareness of HBCU transfer resources

Participant Theta’s Response

Participant Theta’s comments to interview question four focused on virtual transfer fairs, the caravan, and students speaking with counselors. In response to question four, Theta said, Um, so, you know, we have connections with the main office at [REDACTED] that runs the program on our side. And so, we've had them come, we hosted the caravan that they do. Right-back before the pandemic started, we had them come visit, and some students were able to, you know, meet with different representatives, In person. We've also hosted them through, you know, especially during the pandemic, through virtual sessions. And so when we've had, you know, virtual transfers fairs, or transfer weeks, we've had them be able to come in and, you know, offer presentations to our students, we've had them speak to our counselors, so counselors are aware of how to advise about the program. You know, when we're on campus, there are visual materials in the Transfer Center and outside of it, so students can pick up materials and take a look at them as well.

Researcher’s Observations

Based on Theta’s comments, the researcher determined that the participants have connections with the main office. Before the pandemic, the institution's recruitment practices consisted of hosting the caravan that allowed students to meet representatives from institutions, virtual transfer fairs, transfer weeks, and informing counselors of how to advise about the program. Theta also noted that there are visual materials in the Transfer Center.

Emergent Themes

Increased connections with the California State system and the CCC transfer coordinators
Increased use of technology to promote transfers
Improved communication with CCC counselors and HBCU transfer coordinators
Shared resources for CCC transfer students
New and different transfer fairs and recruitment activities

Participant Iota’s Response

Participant Iota’s comments to interview question four focused on support programs for students. In response to question four, Iota said, So, what I had in mind for that question is, again, HBCUs have done the guarantee program, the Transfer Guarantee Program has done a tremendous job. When it comes to student recruitment, especially in the last few years that I've been in the TC world. We work in collaboration with [REDACTED]. And [REDACTED] [REDACTED] [REDACTED]. So, we have sort of those ties when it comes to promoting HBCU events to our students, we definitely try to work our college with our college promise program students, and those are the students who are new graduates of high schools and attending community colleges. And then, we also try to work with our support and empowerment programs on campus, and that includes Umoja that includes Trio, SSS, EOPS. So, just targeting all of those groups that have a student population to reach out to, and then also have a designated counselor or advisor for the program, who are then able to do sort of quote-unquote, case management sort of basis help students out when it comes to their Transfer Pathways. And what I love about the HBCU Transfer Guarantee Program is, again, they are participating in a lot of transfer events, and they are front and center in those events. Madison Community College is actually going to be a host site for the

<p>HBCU Caravan in the coming year. I believe it's going to be in March. So, we're super excited for that. They participate in the Black College Expo. They're also going to take part in TDS events, and those are sort of hosts events for community colleges that are trying to bring more transfer awareness to their students. And then what I also wanted to mention is that they have this sort of they have these events throughout the semester, like workshops and things like that, that really talk about the academic preparation needed for HBCU transfer. They talk about different financial opportunities that are present for students; they talk about nontraditional student supports when it comes to HBCU Transfer. So, we, I feel like at Madison Community College are doing better when it comes to advertising and doing outreach with HBCUs to our students. So, I feel like transfer needs to start day one. And I think because we've been having so much, I guess, traffic when it comes to HBCU recruitment, and events and promoting them, I think it's becoming more students are becoming more aware of those opportunities.</p>
<p>Researcher's Observations Based on Iota's response, the researcher determined that participants expressed that HBCUs have done a tremendous job with the HBCU Transfer Program. Iota mentioned the recruitment practices of promoting HBCU events and the College Promise Program to recent high graduates attending community college. Theta also mentioned supporting students from the Umoja program, TRIO, SSS, and EPOS in identifying a counselor or advisor to assist students in the program for transfer pathways. The participant is super excited about hosting the HBCU caravan, transfer events, and workshops on financial opportunities for nontraditional students. The institution has improved its advertising and outreach to HBCU students aware of transfer opportunities at these institutions.</p>
<p>Emergent Themes Increased HBCU Transfer Program participation in transfer activities Expanded awareness of existing CCC transfer support programs other than the Guaranteed assistance program Awareness of financial opportunities for transfer students More awareness of transfer opportunities among CCC students</p>
<p>Participant Kappa's Response Participant Kappa's comments to interview question four focused on HBCUs transfer fairs. In response to question four, Kappa said, <p style="padding-left: 40px;">Ah, we just have our you know, regular, transfer fairs and then there's the HBCU Transfer Fair but I do not know if those are specifically for the HBCUs when they come down, they kind of exposing our campus community to that then we will do the roadshows.</p> </p>
<p>Researcher's Observation Based on Kappa's comments the researcher determined the participant understood the transfer fairs and HBCU Transfer Fair exposes the campus community.</p>
<p>Emergent Themes Increased connections between the HBCU and the CCCs</p>

Emergent Themes for Interview Question 4

The intensive review and analysis of the participants' responses interview question four

identified 36 emergent themes covering the range of participant's responses. The emerging themes from this analysis are presented below.

- 1) Recruiting and informing students for opportunities for the program
- 2) Increased awareness of the guaranteed program
- 3) Understanding of the history of HBCUs
- 4) Providing local support for students
- 5) Engagement of CCC advisors at the local level
- 6) Sharing of information about the transfer program
- 7) Awareness of the transfer support services at the local community college
- 8) Identification of barriers between the guaranteed program and other support services
- 9) Increased awareness of the HBCU
- 10) Awareness of transfer opportunities at HBCUS
- 11) Participation in local CCC transfer activities
- 12) Increased awareness of HBCU transfer programs
- 13) Collaboration with CCC counselors
- 14) Increased awareness of early recruitment practices
- 15) Awareness of transfer qualifications for CCC students
- 16) Increased awareness of early recruitment practices
- 17) Increased awareness of programs at the HBCU
- 18) Understanding of the transfer credit process
- 19) Increased connectivity between HBCUs and CCCs
- 20) Strategic early outreach practices
- 21) Increased awareness of existing transfer support programs at the CCC

- 22) Identification of strategies to promote transfer opportunities
- 23) Increased awareness of HBCU programs and articulation agreements
- 24) Increased awareness of transfer programs in the state of California
- 25) Increased awareness of HBCU and early recruitment practices
- 26) Increased awareness of HBCU transfer resources
- 27) Increased connections with the California State system and the CCC transfer coordinators
- 28) Increased use of technology to promote transfers
- 29) Improved communication with CCC counselors and HBCU transfer coordinators
- 30) Shared resources for CCC transfer students
- 31) New and different transfer fairs and recruitment activities
- 32) Increased HBCU Transfer Program participation in transfer activities
- 33) Expanded awareness of existing CCC transfer support programs other than the Guaranteed assistance program
- 34) Awareness of financial opportunities for transfer students
- 35) More awareness of transfer opportunities among CCC students
- 36) Increased connections between the HBCU and the CCCs

Key Themes for Interview Question 4

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. The statements below represent the key themes revealed through this analysis for interview question four.

Participants' comments included recruiting and informing students about opportunities of

the HBCU Transfer Program.

There has been increased awareness of the HBCU Transfer Program.

Participants' Responses for Interview Question 5

This section is organized to show the summary of participants' responses to interview question five and the researcher's observations about the participants' responses, emergent themes, and key themes. Appendix Table G.5. presents the participants' responses, the researcher's observations, and emergent themes for interview question five.

Appendix Table G.5. Participants' Responses, Researcher's Observations, and Emergent Themes to Interview Question 5

<p>Q5. Tell me about early recruitment practices at HBCUs to community colleges.</p> <p>Participant Alpha's Response</p> <p>Participant Alpha's comments to interview question five focused on MOUs between HBCUs and community colleges. In response to question five, Alpha said,</p> <p>So, they're doing a variety of things, [REDACTED]. So, [REDACTED] have a variety of events that [REDACTED], that they can participate in. So, [REDACTED] events, [REDACTED] that information. And [REDACTED] information with [REDACTED] institutions, usually their outreach or their enrollment management offices, admissions, whoever's coordinating the recruitment of students. [REDACTED]. And [REDACTED] events for the entire semester. So, they might have all of the events [REDACTED], [REDACTED] aware of, for the fall or for the spring, and [REDACTED] information out to them. And [REDACTED] participate. They [REDACTED] sign an MOU, [REDACTED], [REDACTED] have a memorandum of understanding with each of our partner institutions. And one of that one of the items in the MOU is that they do need to participate in at least one outreach event here in California. Of course, due to the pandemic, the last year and a half. That's, that's been a bit of a challenge. But they are required to participate in, in at least one outreach event. But one of the biggest events [REDACTED] caravan. And that happens in the fall. And so, [REDACTED] all of the partner schools to come to California for two weeks, where they have the opportunity to recruit students here in California to, you know, ultimately, of course, transferred to their institution. And [REDACTED], [REDACTED], and from California. [REDACTED]. But yeah, [REDACTED], [REDACTED] think that's important [REDACTED] in front of our students to allow them to have that those, you know, those touchpoints with our students. And so that's really one of the big ways that [REDACTED] do, but some of the schools come out to California on their own part as part of their own recruitment process. So before they come, [REDACTED] identify schools that they're going to, so [REDACTED] contact information or [REDACTED] campuses. [REDACTED] participate in other events, conference events that [REDACTED], that they may come and be a part of panels,</p>
--

or maybe they're doing a transfer event that they can participate in. So yeah, so there's a number of events that they come out to recruit our students as well.

Researcher's Observation

Based on Alpha's comments the researcher determined that the participant understood that the HBCUs based on the MOU have an obligation to participate in at least one recruiting event. The HBCU has several opportunities to recruit community colleges based on the schedule of events provided to the outreach or enrollment management offices, or admissions director at the beginning of each year. The HBCU caravan is hosted and paid for by the CCC to allow face-to-face contact with students. HBCUs can also come on their own and the coordinators will provide support for the HBCU to get in contact with campus representatives. HBCUs can participate in workshops, panels, and conferences.

Emergent Themes

Knowledge of program goals
System support for expanded participation of HBCUs in early outreach CCC recruitment activities
Participation in a variety of recruitment activities at the CCC level

Participant Beta's Response

Participant Beta's comments to interview question five focused on outreach opportunities for HBCUs to recruit students. In response to question five, Beta said,
Oh, to my knowledge, really just kind of getting involved with whatever outreach that [redacted] invite [redacted]. So, if it's participating in a panel or coming out for the caravan participating in posts, you know, during the pandemic, participating in virtual transfer fairs, virtual college fairs, those tend to have been kind of the primary ways or also hosting their own workshop sessions virtually. So, students that are interested in that campus, they can learn more. So, I think that's, that's been kind of the primary ways that the HBCUs have done their like early recruitment with our community college students.

Researcher's Observation

Based on Beta's comments the researcher determined that the participant understood the HBCUs early recruitment practices include being invited to participate in outreach recruiting on a panel, the caravan, transfer fairs, virtual college fairs, or hosting their own workshops for students.

Emergent Themes

HBCUs have expanded early recruitment activities with CCCs
Understanding of program goals and early recruitment practices
Use of technology for college fairs
Improved participation from HBCUs in CCC recruitment activities
The pandemic served to improve communication between HBCUs and CCCs
Expanded focus on career pathways

Participant Gamma's Response

Participant Gamma's comments to interview question five focused on HBCUS did not recruit much from the community college. In response to question five, Gamma said,
So, I'm, in my experience, the HBCUs hadn't done a lot of reaching out to the community colleges, so, so that really that wasn't an issue previously, but if we're talking about since the program began, then, then our partner schools do come out and participate in the different caravans and the different conferences that we have to share

<p>what their schools have to offer. And then, since the pandemic, ■■■ have done a lot of that; even prior to the pandemic, ■ did a lot of things informational online that share with them, what the process that gives them an opportunity to share with students, what their schools have to offer. And ■ also do that with a focus on different professions, like the sciences, medical, teaching, engineering, things like that.</p>
<p>Researcher's Observation Based on Gamma's comments, the researcher determined that before the HBCU Transfer, HBCUs did not recruit much with the community college. Gamma noted that recruiting has changed, given the partnership. HBCUs have participated in caravans, conferences, and online informational sessions to give students insights into what the school offers, career opportunities, and studies.</p>
<p>Emergent Themes Expanded information for students on career pathways and transfer opportunities</p>
<p>Participant Delta's Response Participant Delta's comments to interview question five informed the recruiting events outside California. In response to question five, Delta said, It kind of goes hand and hand. You came up with these questions. You know it kind of goes hand in hand because being that we are a partner with the California Community Colleges. Other efforts would be doing and hosting recruitment events outside of the California Community College transfer guarantee, transfer program; there will be something that I would just set up with personal contacts and relationships that I've built with you know, with individuals at both community colleges, which we have done in the past. It has tended to be very successful. So, I feel like that's the only thing additional information I can add to that question.</p>
<p>Researcher's Observation Based on Delta's comments, the researcher determined that the participant understood that the HBCU early recruitment practices at the community college went hand in hand with the CCC Transfer Guarantee partnership with events. Delta also noted that successful recruitment activities have occurred with personal relationships at the community college outside of CCC programming.</p>
<p>Emergent Themes Expanded relationships between CCCs and HBCUs Understanding of early recruitment practices at the CCCs and the HBCUs Understanding of different program offerings at the HBCUs that are not found at the CCCs</p>
<p>Participant Epsilon's Response Participant Epsilon's comments to interview question five focused on early recruitment practices from the community college to the HBCU. In response to question five, Epsilon said, So well, let's say that in the in the reverse, so think about our college here. And what we do going out to other community colleges, so when we, when we think about some community colleges, we think about the offerings that we have that maybe some of the, the colleges may not have, and make sure that students know what those are, in terms of them having a different experience at an HBCU than maybe what they've had on their camp, on their particular campus. So many of HBCUs offer, band and choir and Greek letter organizations and other clubs that may not be offered at the community college level, even we found some not necessarily having student government associate, associations. And so, we've been looking at partnering with colleges, and</p>

having opportunities for those students who are at those colleges to be able to participate in our extracurricular activities here on campus. So being a part of the band, being a part of the choir, and being a part of like a pre, pre, pre-SGA organization. So those are some of the ideas that we are actually in, in conversation right now with some community colleges.

Researcher's Observation

Based on Epsilon's comments, the researcher has determined that the participant's early recruitment practices include informing students of different experiences of activities and organizations that are available on a four-year college campus versus at a community college. Epsilon noted their efforts to bring ideas for extracurricular activities and partner with the community college to allow students to participate.

Emergent Themes

Examination of future partnerships with HBCUs
Understanding of early recruitment practices at HBCUs

Participant Zeta's Response

Participant Zeta's comments to interview question five focused on campus transfer events. In response to question five, Zeta said,

Gee, I don't know. I guess I see them as kind of one in the same. Yeah, I, I think, you know, the other thing that I could mention about when we had have had HBCU fairs on our campus, before the whole MOU thing started, we used to, like pay a separate vendor, to, I think it was called, like Black College Expo. And they would help us to coordinate an HBCU fair because they already had all had connections with the reps and admissions to fly them out and then kind of organized a caravan across the state or wherever, wherever they were recruited to go or whether it were they were paid to go, basically. So, we usually tried to jump on that train as well. And then, you know, basically pair away to get the reps to come to our campus. So, [REDACTED] before the MOU in the statewide coordinator stepped in and said, you know, we can do that for you. Or we can do that as a part of our statewide efforts and just list you as one of the HBCU caravan host sites. So, once we found out about that, we were like, Oh, [REDACTED]. And we could just, you know, volunteer to be a host through the statewide caravan. And it also provides more exposure for, for other colleges too, because when we were doing it on our own with the private vendor, we were just advertising it to our school. And then to like, like I said, our sister colleges, in our district, but when we were part of the statewide caravan, it was posted on the statewide website that we were officially a part of this, you know, this bigger effort. And so, everybody in the [REDACTED], like knew that [REDACTED] that year, and so they could start planning in advance and like, you know, you know, send students over, like, we got students from [REDACTED] College and other areas that maybe we would have never advertised to, just because they're not like a part of our district. But, but yeah, you know, students are willing to go wherever the resources are so. So that was great, because then we were able to benefit other community colleges as a part of the statewide caravan.

And then, when it when it's been hosted at other colleges, nearby, we've organized like a van, like a shuttle bus for our students who are interested to go to their, their caravan or fair, hbc, HBCU fair events. So, you know, whether it's at our campus or at another campus nearby, we try to get participation from students so they can connect. And the

thing that I love about those fairs, like, you know, one, the energy is just really great. Like, it's very welcoming for students, I feel like, and, you know, there's, you know, it's very different from like a traditional transfer fair, which feels more like, I don't know, it's just different, the vibe of it. But the other thing that I like about it is that they use a lot of them try to provide on the spot, admissions reviews. So, students are told to just bring your transcripts, and then show them to the reps that are doing it. And they can be admitted on the spot. Which is really amazing. Because a lot of students, they just they fear, like the application process, the fees, you know, all the forum's and then getting your transcripts and all that stuff. So, if you just boil it down to say, just bring your transcripts with you and show up at the fair, and then show it to the reps that you're interested in. And they can tell you right then, and there you have a seat waiting for you at our university, I mean, how much better does it get them to, like, have such instant turnaround, and, you know, the process is very simplified, like, much more simplified. And then a fee waiver, everything is just, you know, handed to them, it's really great. And so, a lot of times that what we like to do at the fairs, [REDACTED], is, you know, celebrate them. When we find out, somebody just got admitted, and we'd make a big deal. We'd like put them on the microphone, and like, everybody would cheer. And it was just this really wonderful community celebration that students are getting admitted right now. Because this is happening, and the reps are here. So, it's a really fun that I says, I say like the vibe of those fears is much different, because it's a lot smaller, and it's more intimate. And the reps are just really fun to, to work with. Also, you know, I don't know, maybe it's just because they don't go to California a lot, or I don't know, I don't know what it is. But it's a lot of fun. And, you know, we try to organize scholarships on the spot too. So, you know, if a student's got a 4.0, or like a good 3.5, or whatever, and some will tell them like you could get a scholarship on top of that. And so we'll celebrate those two on the microphone and bring them up to the stage and like, you know, really make it a part of the, the event programming so that we can feature those success stories. So, so yeah, those are some really positive memories from our past HBCU fairs. And it since things have gone virtual, it's really been tricky. We had to cancel our last one because it was supposed to be last October, and it just didn't happen. So, we like the statewide, we tried to coordinate with the statewide effort, and we were just kind of still reacting to COVID at the time. So, we weren't able to put anything together like none of the statewide events I don't think happened last year so that was a bummer, but we love to do it. And then we'll usually like spam our students, like, we'll get an email list going of students who meet, like certain criteria and maybe like a 2.0 GPA completed at least like 30 units. And, you know, we'll also pull students like, if they identify as African American, or Black, then we would try to get an email list to, you know, intentionally target, target them and say, hey, we've got an HBCU fair, these reps are going to be on campus or like any other workshops and events that are taking place. That week, we really try to get it in front of the students so that they know that this is happening. So, yield from that is kind of hit or miss because it's email and we're just spamming a bunch of people.

Researcher's Observation

Based on Zetas' comments, the researcher determined that prior to the MOU, HBCUs participated in campus fairs and would pay an outside vendor to conduct the HBCU college fair on a larger scale. HBCUs participate in the caravans to recruit students from community

<p>colleges and other sister institutions. The participant was excited to share that attending the HBCU college fairs, the vibes are much different than traditional college fairs. Students were admitted on the spot while reps reviewed the transcripts, and there were also fee waivers available and onsite admissions. Which at that time, students were celebrated over the microphone once accepted to the HBCU. Due to COVID, the fair was cancelled, and the HBCU college tour. The participant also noted that they would scam students' emails if they met a certain criteria regarding race, being African American or Black, holding a certain GPA of more than 2.0, and having at least 30 units or credit hours were invited to participate in activities.</p>
<p>Emergent Themes Improved connections between CCCs and HBCU representatives Understanding of admission practices for the HBCUs Positive responsiveness of the HBCU to prospective transfer students Understanding of the credit transfer process</p>
<p>Participant Eta's Response Participant Eta's comments to interview question five focused on transfer events. In response to question five, Eta said, <p style="padding-left: 40px;">Um, so we have, I mean, we have articulation agreements with the HBCUs. And from time to time, when we have transfer, transfer, you know, events on campus, like a transfer day, or if the counselors are having like transfer outreach events, they'll come and do some, some tabling for us. But again, that's the extent that I've seen that they've taken interest of wanting to recruit with us.</p> </p>
<p>Researcher's Observation Based on Eta's comments, the researcher determined the participant believes that HBCU early recruitment to community colleges are in the form of articulation agreements, attending transfer events on campus, outreach events provided by counselors. Eta also noted that reps are interested in recruiting at the institution.</p>
<p>Emergent Themes Understanding articulation agreements with HBCUs Positive early outreach events</p>
<p>Participant Theta's Response Participant Theta's comments to interview question five focused on program workshops and opportunities that are available. In response to question five, Theta said, <p style="padding-left: 40px;">Yeah, a lot of what we've been able to attend is the program has been offering different workshops that students can go to in order to learn more about each campus. And so I'll go sometimes to like, for instance, there's really recently one on nursing programs. And so they had representatives from, you know, several of the different schools come and talk about their specific nursing programs. And so they give students a lot of opportunities to interact with the schools and learn more about them. And so, you know, when students are taking advantage of these opportunities, they're really able to get to know the different campuses.</p> </p>
<p>Researcher's Observation Based on Theta's comments the researcher determined that the participant understands the early recruitment practices stem from reps attending different workshops on academic programs such as nursing giving students an opportunity to learn about their campus as well.</p>
<p>Emergent Themes</p>

HBCU representatives interested in participating in the recruitment activities on the CCC
Information about opportunities at HBCUs shared with CCC students and counselors
HBCU Representatives understand the transfer process because they attend CCC Workshops

Participant Iota's Response

Participant Iota's comments to interview question five focused on the Black College Expo and HBCU caravan. In response to question five, Iota said,

Oh, I think that's what I answered for, four, sort of. But that's some of the similar things that I mentioned. For number four, when it comes to HBCUs recruiting for community colleges. It's that Black College Expos that they put together, its HBCU caravan, and they do it throughout the state, which is great. They had, they recently just had what it was called an HBCU Empowerment Week. So that's one of the additional sort of recruitment outreach strategies that they've implemented lately. And then also the regional and local events that the [REDACTED] is put together, at the California Community Colleges, we make sure to invite HBCUs to be a part of a part of that as well. And then if our students have any questions when it comes to just HBCU transfer processes, these application processes, anything that's related to support services, there's a contact information that we pass to our students for the program as well. So, I feel like those are definitely some of the strategies that they use. And again, it's been we've been getting more traction. And we've been getting more questions about HBCU transfer, which is something that I'm really excited about, especially given the fact that we have a large Black and African American student population at Madison Community College. So really just depends on. And I know that HBCUs are not limited to Black or African American students. But I know that they also greatly benefit from it. So, it's definitely a good op, transfer opportunity for them.

Researcher's Observation

Based on Iota's comments, the researcher determined that the participants understood the HBCU's early recruitment practices were attending the Black College Expo, the HBCU caravan, HBCU Empowerment Week, and other regional and local events HBCU reps are invited to attend. Iota also noted that there is support for community college students when they have questions about the HBCU transfer process, application process, and other support services. The program has been getting more traction and excitement even though it is not limited to only Black or African Americans; it will benefit them greatly with the transfer opportunities available at HBCUs.

Emergent Themes

Black College expos provide information about opportunities at HBCUs
Regional and local CCC recruitment outreach strategies attract HBCU representatives
HBCUs share information about the application and transfer process
Black students benefit from participating in the transfer program
Understood the goals of the guarantee student program

Participant Kappa's Response

Participant Kappa's comments to interview question five focused on HBCUs attending transfer fairs and Black conferences. In response to question five, Kappa said,

They come to [REDACTED], they go to [REDACTED] conferences they obviously go to [REDACTED] transfer fairs. They're the transfer fairs at each community college district and campus has host a transfer fair, so they get out get their tables and actually sometimes host, specific ones. They do a lot of webinars as well. They come to the colleges, recruit on-site, and have

on-site admissions. So each major Black conference, the Umoja conference, the A²MEND conference has an ambience of the HBCU transfer fairs. So, I see. I see them doing that. For sure.

Researcher's Observation

Based on Kappa's comments the researcher determined that the participant understood HBCUs early recruitment practices were attending transfer fairs, webinars, each of the major Black conferences such as Umoja conference and A²MEND conferences.

Emergent Themes

Increased participation in transfer activities at the CCC
CCCs use technology to provide information to students
Increased participation by CCCs in HBCU recruitment activities
CCCs are beginning to better understand HBCUs early recruitment practices

Emergent Themes for Interview Question 5

The intensive review and analysis of the participants' responses for interview question five, identified 33 emergent themes covering the range of participant's responses. The emerging themes from the analysis are presented below.

1. Knowledge of program goals
2. System support for expanded participation of HBCUs in early outreach CCC recruitment activities
3. Participation in a variety of recruitment activities at the CCC level
4. HBCUs have expanded early recruitment activities with CCCs
5. Understanding of program goals and early recruitment practices
6. Use of technology for college fairs
7. Improved participation from HBCUs in CCC recruitment activities
8. The pandemic served to improve communication between HBCUs and CCCs
9. Expanded focus on career pathways
10. Expanded information for students on career pathways and transfer opportunities
11. Expanded relationships between CCCs and HBCUs
12. Understanding of early recruitment practices at the CCCs and the HBCUs

13. Understanding of different program offerings at the HBCUs that are not found at the CCCs
14. Examination of future partnerships with HBCUs
15. Understanding of early recruitment packages at HBCUs
16. Improved connections between CCCs and HBCU representatives
17. Understanding of admission practices for the HBCUs
18. Positive responsiveness of the HBCU to prospective transfer students
19. Understanding of the credit transfer process
20. Understanding articulation agreements with HBCUs
21. Positive early outreach events
22. HBCU representatives interested in participating in the recruitment activities on the CCC
23. Information about opportunities at HBCUs shared with CCC students and counselors
24. HBCU Representatives understand the transfer process because they attend CCC Workshops
25. Black College expos provide information about opportunities at HBCUs
26. Regional and local CCC recruitment outreach strategies attract HBCU representatives
27. HBCUs share information about the application and transfer process
28. Black students benefit from participating in the transfer program
29. Understood the goals of the guarantee student program
30. Increased participation in transfer activities at the CCC
31. CCCs use technology to provide information to students
32. Increased participation by CCCs in HBCU recruitment activities

33. CCCs are beginning to better understand HBCUs early recruitment practices

Key Themes for Interview Question 5

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. The statement below represents the key theme revealed through this analysis for interview question five.

While there was a wide range of comments. The majority of the participants commented on the recruitment practices of HBCUs.

Participants' Responses to Interview Question 6

This section is organized to show the summary of participants' responses to interview question three and the researcher's observations about the participants' responses, emergent themes, and key themes. Appendix Table G.6. presents the participants' responses, the researcher's observations, and emergent themes for interview question six.

Appendix Table G.6. Participants' Responses, Researcher's Observations, and Emergent Themes to Interview Question 6

<p>Q6. Tell me about the relationships between the participating community colleges and HBCUs.</p>
<p>Participant Alpha's Response</p> <p>Participant Alpha's comments to interview question six focused on the relationships that the HBCUs and the local community colleges. In response to question six, Alpha said,</p> <p>I think I think the relationships is, is really with us. So, think about this, think about this project in a way that it's not really community college, community college-specific. [REDACTED]. This project [REDACTED], right? So ultimately, [REDACTED] the project and the program, [REDACTED] connection, [REDACTED] encourage our HBCUs to build relationships at the local level. But probably 80% of them [REDACTED] work [REDACTED] us. And so if they, if they need something, or if they're trying to do recruitment, if they're trying to reach out, [REDACTED] office, and [REDACTED] a lot of the events, you know, since the pandemic has hit, because they can't come to California. And of course, [REDACTED] used to there was a number of our campuses across the state would actually take students on HBCU tours. But of course, all of that's been shut down. None of that can happen right now. So [REDACTED] doing a lot of webinars, and so [REDACTED], you know, hosting them, making sure</p>

our campuses and our, our campuses across the state as well as students are aware of these events. So, [REDACTED] typically are, you know, [REDACTED] for this project. And so, again, I would probably say probably 80% of it is [REDACTED] schools that may develop relationships with some outreach or with what we call our Umoja. Community. This is an African-centered diaspora-centered project that is on about 60 of our campuses that support Black students. So [REDACTED] work with that project in that program as well to make sure those students are tapped into this this opportunity. So it that's, that's really kind of how it works, the HBCUs don't really deal with each individual community colleges, [REDACTED] connection for that, for that, for that [REDACTED].

Researcher's Observation

Based on Alpha's comments the researcher determined that the participant understood the relationships between the participating community colleges and HBCUs. The program is not community college specific. Alpha stated it is important for the HBCU and the local community college to build relationships, as well as assist in recruiting, conducting events, and webinars, on campus and off campus. Alpha also knowledge that 80% of the programs hosted by HBCUs is facilitated through the community colleges. The HBCUs do not have to deal with each individual community college; however, they can developed relationships through programs such as the Umoja community.

Emergent Themes

The state office is the conduit of the project supporting the efforts of the local CCC
A reduced physical onsite outreach activities due to the pandemic
Increased participation between CCC counselors and African centered student programs
HBCUs don't deal closely with individual CCCs the deal mainly with the system office
80% of the recruitment work happens through the systems office.

Participant Beta's Response

Participant Beta's comments to interview question six focused that the relationships are not robust. In response to question six, Beta said,

So, for the community colleges, specifically, um, I don't think the relationships are that robust. Maybe in the past, there may have been a couple of campuses that a couple of community college campuses throughout the state that had relationships with maybe a few, excuse me, a few HBCUs. And those are really kind of independent and like one-off situations. So, I'm not sure what those look like now because [REDACTED].

Since [REDACTED], all the community college students, and we're not like, focused on a specific campus.

So, I'm not sure what those I know sometimes, the campuses you know, try to build those relationships. But you know it takes a little, lot of like work and dedication and consistency to maintain those relationships with the HBCUs. Just also by nature of the, the turnover for both for the community college and HBCUs. So sometimes, if the main person that was there kind of fostering and leading the charge with that relationship is no longer at that campus, sometimes that relationship kind of fades. Sometimes that relationship kind of fades.

Researcher's Observation

Based on Beta's comments the researcher determined that the participant understood the relationship between participating community colleges and HBCUs are not robust. Beta noted that HBCUs have developed relationships with few of the community college campuses. Beta

noted in developing these relationships with the HBCU and community college. It is important to note we service all community colleges and takes hard work and dedication to foster these relationships. Beta also stated it is hard to maintain relationships given the high turnover at the community college and HBCU. So, when the lead individual leaves the relationship fades.

Emergent Themes

The relationship between local CCCs and HBCUs is not that robust, probably due to turnover at the CCC and HBCU.

Sometimes that relationship fades

The system office is not focused on a single campus

Participant Gamma's Response

Participant Gamma's comments to interview question six focused on the relationships looks different from one school to the next. In response to question six, Gamma said,

You know, that differs really vastly from one school to another. You know, some schools have specific programs for transfer students and others don't. So, I, there's no real general statement regarding that because it really differs in depends upon the school and it also depends largely on the administration.

Researcher's Observation

Based on Gamma's comments, the researcher determined that the participant believes the relationship between the community colleges and HBCU is depended upon the relationship with the administration, and according to specific programs for transfer students.

Emergent Themes

Recruitment activities vary from campus to campus

The program depends largely on the administration

Participant Delta's Response

Participant Delta's comments to interview question six focused on the close-knit relationships with that the HBCUs and CCCs. In response to question six, Delta said,

There's a very close-knit relationship with the California Community Colleges Guarantee Program and the partnerships with, with all the HBCUs there, you know, internal resources, so I work directly with [REDACTED]. So, the relationship is there. All it, all it takes is a phone call or email, so their sources are available to those students when they are seeking interest in a particular institution. They just pretty much have to ask.

Researcher Observation

Based on Delta's comments, the researcher determined that the participant understands the relationship between community colleges and HBCUs as close-knit with the internal resources. Delta noted it important that students ask given resources are available for those interested in a particular institution is just take a phone call or email way for those interested.

Emergent Themes

There is a strong relationship between HBCUs and the statewide director.

Participant Epsilon's Response

Participant Epsilon's comments to interview question six focused on the meeting between the HBCU and CCC. In response to question six, Epsilon said,

Well, let me see. Give me a little bit more about that question. Um, because we talked about recruitment practices or so relationship, so a little bit. Yeah. Yeah. So generally, at least, at least once a year, there's kind of a comprehensive conversation or meeting between the HBCU and the community college. And that meeting might would include

the provost, the academic provost, the registrar's office, Institutional Advancement, the transfer team, a few people from the recruit enrollment management team, all of those people kind of come together with on the community college side to see one to, to review the partnership if there's already an MOU in place to look at new programs that might best align with one another. So that's what that relationship looks like in terms of meeting together. But on a regular on a regular basis, there's usually an understanding that the HBCU will have a presence at the community college doing their recruitment events, or during this special events, and also be able to provide any support for those types of events and support for their students in general.

Researcher's Observation

Based on Epsilon's comments the researcher determined that the participant understanding of the relationship between the CCC and HBCUs includes a comprehensive conversation or meeting at least once a year may include the provost, academic provost, the registrar's, Institutional Advancement, transfer team, and a people from the enrollment management team on the community college side. Epsilon noted this team of individuals will meet to discuss the partnership, MOU, and review new programs that may align with both institutions. The HBCUs has a presence at the community doing recruiting and special events while providing support for students.

Emergent Themes

The HBCU is expected to participate in CCC recruitment events

The HBCU is expected to provide information to the students about their institution

The CCC system and HBCUs hold a comprehensive conversation at least once a year

Participant Zeta's Response

Participant Zeta's comments to interview question six focused on the MOUs between HBCUs and community colleges. In response to question six, Zeta said,

The California Community Colleges. The relationships. I mean, I think that they've been it's becoming a lot more clear. And like, easy to, to strike up a relationship. I would say, now that we have the MOU across the state, I think the coordination efforts that that [REDACTED] since they've been selected to be the statewide coordinators, [REDACTED], I think it's [REDACTED] is how her name. Like they've been doing a lot of great work to get things on the website, the statewide website, so that everybody knows, like, who's a part of the agreement, like which hb, HBCUs are a part of the agreement and like how the process works, how to get the fee waiver, all of that information is just is now on the website. And then we have somebody to contact, we can ask that we could just email them directly, and say, Hey, like, how do we get how do we participate in the caravan? Or when is the next caravan or, you know, any other questions to clarify things, and they're always working on getting more HBCUs to be a part of this agreement? So, you know, it's kind of we just been kind of riding on their coattails. I would say, once they started that effort, because they've been, you know, designated to, to do that important work. So, you know, I would say that has been really helpful in to facilitate all those many, many agreements. For us, for our students and across the state. So, I'd say it's just been improving since that since that started. But before then, like I said, I don't know how much I remember beyond the time that they were not in that role, because I was so I was still new to my role as well. I knew that we had I knew that there were HBCUs out there and that, you know, that of course they would probably accept our students but it wasn't as clear cut about like the ADT

guarantee for admissions, and then how to get a scholarship based on merit or things like that until the MOU was MOU was formalized or a fee waiver.

Researcher's Observation

Based on Zeta's comments the researcher determined that the participant understood that the relationship between the community college and HBCU is becoming clearer given that the MOU ae centrally located at [REDACTED]. Zeta stated the team there has done a great job and is helpful at getting information for individuals to know what is going on the website, who are partnered HBCUs, what is the process, and who to contact. Zeta stated there is a line for open communication that is readily available through the phone or email. Zeta also mentioned that it has been improving because at a time things were unclear of the ADT guarantee prior to the [REDACTED] team formalizing the MOU and fee waiver.

Emergent Themes

There are MOUs with CCCs across the state and HBCUs
The website contains contact information about the program

Participant Eta's Response

Participant Eta's comments to interview question six focused that the HBCU pipeline has declined. In response to question six, Eta said,

I think there is a relationship. But I don't know if it's, it's a, I don't think that it's being leveraged to the ability that it could be. So, you know, we have an established articulation agreement. There's spots waiting for our students. They'll come and help us and inform, you know, our students about why HBCUs are great and why you should attend, you know, scholarship opportunities. But again, the pipeline to get students to HBCUs is, is has been significantly diminished. I will say, even pre- pandemic. The college-going rates for Black students is significantly down and continuing to decline. It's a spiral. I mean, I think in general, in California, it's 7% of students are Black students and community colleges. Seven right and we, We are, I mean, a predominantly Black institution and a predominantly Hispanic institution, we were at one point, you know, predominantly as, like 100%, then it went 80% gentrification has been happening, but at this point, it's getting, it's about 50/50.

Researcher's Observation

Based on Eta's comments the researcher determined that the participant understands that there is a relationship between the community colleges and HBCUs. Eta noted there are articulation agreements, students have a spot waiting for them, and the HBCUs help inform students why HBCUs are great and scholarship opportunities. Eta also mentioned the pipeline to HBCU had declined even before the pandemic, given Black students going to college are significantly down.

Emergent Themes

There is uncertainty about the relationship
The pipeline between the HBCUs and CCCs has diminished.

Participant Theta's Response

Participant Theta's comments to interview question six focused on the communication between HBCUs and community colleges. In response to question six, Theta said,

I haven't interacted as much with the individual campuses. Mostly I've been doing, you know, using the CCC to HBCU, HBCU program coordinators as kind of a liaison. And so, a lot of my questions will go to them first. But I know I've also spoken to people,

<p>you know, over the phone or through email, when I have questions, but there hasn't been as much direct contact between, you know, us and the schools.</p>
<p>Researcher's Observation Based on the Theta's comments the researcher determined that the participant has not interacted much with the individual campus or have a direct contact with the HBCU except through the HBCU program coordinators.</p>
<p>Emergent Themes The contact between the system office and the schools has decreased The system representatives have not interacted with individual campuses The CCC and HBCU coordinators serve as liaisons to one another</p>
<p>Participant Iota's Response Participant Iota's comments to interview question six focused on the relationships at the local community college and the HBCUs. In response to question six, Iota said, <p style="padding-left: 40px;">I could speak more I feel like, at the local level, I feel like it's developing. We are trying we have a primary contact for HBCUs. And that, that is for all HBCU sort of related questions. We don't have a designated person for each HBCU that we work with. So, it's something that I would like to see happen, at least have an advisor or a counselor, or admission counselor who is designated to either college or a couple of colleges that could answer specific questions. And I feel like the students would feel more empowered that way. They'll feel like they have more sort of tailored assistance when it comes to their transfer process and specific HBCU questions. So, I feel like it's definitely in the developing stages, and I think it's progressing. It's just that it's still pretty new. So, we have a lot of sort of general events. We have a lot of events that provide general and broader information. I feel like it'd be good to sort of hone down and be able to provide more detailed information about each transfer HBCU pathway.</p> </p>
<p>Researcher's Observation Based on Iota's comments, the researcher determined that the participant feels the relationship between the community college and HBCU is developing locally. Iota discussed that there is no designated person for each HBCU and would like to see one in place, either an advisor or admissions counselor. Iota believes that if someone were in place, students would feel empowered to ask questions about that HBCU and the transfer process.</p>
<p>Emergent Themes There has been some progress, but all HBCUs do not have a designated liaison HBCUs answer their transfer process questions The participant would like to see a more tailored approach to the process</p>
<p>Participant Kappa's Response Participant Kappa's comments to interview question six focused on the relationships that the HBCUs and the local community colleges. In response to question six, Kappa said, <p style="padding-left: 40px;">There's some that are very interconnected that are like you know, hands on, you know, Wrap around services there we can walk and step. There's some that you don't hear from you know, have any felt what admissions people have heard horror stories of students not, you know, having support in the dorms or meal plans and whatnot and you feel bad that you sent the student all the way out to Mississippi, and you know, they're having a worse experience of life coming from California. So, it depends, there's some of that and just red carpet treatment and can go all the way down, their,</p> </p>

their, their relationship and their connection. There's some that are toxic counseling department and be more connected. So, it depends it varies I'll say.

Researcher's Observation

Based on Kappa's comments, the researcher determined that the participant recognized that the relationship between community colleges and HBCUs are interconnected. Kappa mentioned some HBCU provide wrap around services to support students and are not as connected. Kappa stressed that some HBCUs students have bad experiences at institutions while some will give the students the red-carpet treatment.

Emergent Themes

Interconnectivity of HBCUs and CCCs vary
The student experience varies based on individual institutions

Emergent Themes for Interview Question 6

The intensive review and analysis of the participants' responses to interview question six, identified 26 emergent themes covering the range of participant's responses. The emerging themes from the analysis are presented below.

1. The state office is the conduit of the project supporting the efforts of the local CCC
2. A reduced physical onsite outreach activities due to the pandemic
3. Increased participation between CCC counselors and African centered student programs
4. HBCUs don't deal closely with individual CCCs the deal mainly with the system office
5. 80% of the recruitment work happens through the system office.
6. The relationship between local CCCs and HBCUs is not that robust probably due to turnover at the CCC and HBCU.
7. Sometimes that relationship fades
8. The system office is not focused on a single campus
9. Recruitment activities vary from campus to campus
10. The program depends largely on the administration
11. There is a strong relationship between HBCUs and the statewide director.
12. The HBCU is expected to participate in CCC recruitment events

13. The HBCU is expected to provide information to the students about their institution
14. The CCC system and HBCUs hold a comprehensive conversation at least once a year
15. There are MOUs with CCCs across the state and HBCUs
16. The website contains contact information about the program
17. There is uncertainty about the relationship
18. The pipeline between the HBCUs and CCCs has diminished.
19. The contact between the system office and the schools has decreased
20. The system representatives have not interacted with individual campuses
21. The CCC and HBCU coordinators serve as liaisons to one another
22. There has been some progress, but all HBCUs do not have a designated liaison
23. HBCUs answer their transfer process questions
24. The participant would like to see a more tailored approach to the process
25. Interconnectivity of HBCUs and CCCs vary
26. The student experience varies based on individual institutions

Key Themes for Interview Question 6

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. The statement below represents the key theme revealed through this analysis for interview question six.

There is a relationship between the participating community colleges and HBCUs.

Participants' Responses to Interview Question 7

This section is organized to show the summary of participants' responses to interview question three and the researcher's observations about the participants' responses, emergent themes, and

key themes. Appendix Table G.7. presents the participants' responses, the researcher's observations, and emergent themes for interview question seven.

Appendix Table G.7. Participants' Responses, Researcher's Observations, and Emergent Themes to Interview Question 7

<p>Q7. Tell me about your understanding of advisors.</p> <p>Participant Alpha's Response</p> <p>Participant Alpha's comments to interview question seven focused on the community college does not use advisors but use counselors. In response to question seven, Alpha said, So, in California, for our community colleges, we don't use advisors, we use counselors. And so counselors are considered faculty here in our system. And so, for minimum qualifications for employment and a California Community College, you must have a doctor's degree in order to teach in a discipline. And that includes counseling. So, in the counseling area, you have to have a master's degree in counseling or social work. In order to, to, to, to work, counselors not only provide, you know, academic support, but they also teach because ■ teach counseling-based courses or personal development courses. So ■ expert in, of course, providing that guidance. ■</p> <p>■. So for us, it is about understanding, not just this HBCU transfer pathway, ■ responsible for being knowledgeable about as many transfer opportunities, of course, for students as possible. ■ 90-minute training for our support counselors so that ■. ■ feel confident about having a conversation with the student about an HBCU. But more importantly, they are knowledgeable and helping the student to navigate the selecting the right HBCU. What what's the difference? What are some of the unique features of the school, ■ training with ■ counselors so that they can have that that knowledge and information if you will? So they can facilitate that conversation with the student, predominant. The predominance of counselors here in California are White. They are not Black. And so that is, you know, really something that ■ work on so that ■ don't want to leave this burden of, you know, this project just on the shoulders of Black counselors. It's not unheard of to be on a campus with, with the exception of ■ rule, you know, specifically here in the city, or major cities, where it's you, it's not unheard of to only have one or two Black counselors on campus. And so, the idea of burden, burden burdening a camp, a counselor with being responsible for, you know, facilitating this, I thought was quite unfair. So really, ■, identified as a certified campus to facilitate this project, ■ campus needs to go through this 90-minute training. And so what it does is it makes everyone on that campus responsible, who's a counselor, and it doesn't place the burden on just the Black counselor, but everybody must become engaged in this. You know, activities and say, Well, you know, if, if, if the Black counselor said, to, to everyone on their campus, well, I'm only going to be responsible for HBCUs I won't, I won't know anything else about any White and PWI predominantly White institution, that will be idiotic and never would happen. But, that's been the way that it's kind of been, you know, for a lot</p>
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of our White camp or White counselors is like, well, we'll let Black counselors handle that. Well, that's just completely unprofessional and unfair. So, [REDACTED] our campuses across the state. [REDACTED]. About 60 or 70 campuses have gone through this training, which really is good because it means they're engaged.

Researcher's Observation

Based on Alpha's comments, the researcher determined that the participant understood that community colleges do not use advisors but counselors in California. The participant detailed the role and qualifications of the counselor to include the following: must have a master's or doctorate to teach in social work or counseling, be full-time faculty, be an expert in their field, and teach based on major. Counselors are responsible for being knowledgeable of transfer pathways including the HBCU transfer. However, that was not the case. Many counselors were not aware of the HBCU Transfer Program. The counselors in California are majority White and allowed Black counselor deal with the HBCU Transfer Program. Alpha stressed there is a push to certified campuses and counselors on the HBCU Transfer Program. Currently, 60 to 70 campuses have completed the training this will ensure the counselors on each campus are aware of the HBCU Transfer Program no matter their race.

Emergent Themes

Qualified counselors provide guidance to community transfer students
White counselors allow Black counselors to engage with the HBCU Transfer Program
Counselors will participate in appropriate training for the program

Participant Beta's Response

Participant Beta's comments to interview question seven focused on the fact in California the term counselor is used not advisor. In response to question seven, Beta said,
Advisers, I feel like they are more so-referred to as counselors here in the community college systems. These are the folks that Advising Students on classes and their educational plans and their goals for, you know, being at the community college. And so my understanding of their role is that is that to assist the student in understanding, one what is their goal while they are the community college. Is it to complete a degree program, is it to transfer, is it to complete a certificate, is it to be like career ready. And helping them to, you know, find their pathway to stay on track for that pathway. Whether it be you know whichever avenue they take to transfer or not transfer. And to kind of let them know what their transfer options are.

Researcher's Observation

Based on Beta's comments, the researcher determined that the participant understood that in California, the term used is counselor, not advisor. Beta noted that a counselor advises students on classes, careers, and educational goals, such as transferring or completing a certificate at a community college.

Emergent Themes

Clarification between the roles of counselors and advisor at the community college
Understanding of goals of the HBCU Transfer Program
Provided information for community college students to get on track stay on track
Provided information for students to understand transfer options

Participant Gamma's Response

Participant Gamma's comments to interview question seven focused on the fact an advisor is not a counselor. In response to question seven, Gamma said, "Okay, so, um, my understanding

is that you know that an advisor is not a counselor. And advisors can offer some information, but they're not able to provide counseling services.”

Researcher’s Observation

Based on Gamma’s comments, the researcher determined that the participant understands the role of an advisor is to share limited information and cannot provide counseling services. The advisor is not a counselor.

Emergent Themes

Defined the role of advisors and counselors

Participant Delta’s Response

Participant Delta’s comments to interview question seven focused on the term advisor varies at different institutions. In response to question seven, Delta said,

Advisors? Um, I guess at different institutions, have they named them different things like counselors, academic advisors? Oh, well, I don't really know the relationship once students go through the process because, on the other side, because when we go through the process with a transfer student, their documents or transcripts come directly to [REDACTED], who was our previous transfer analyst now she's the [REDACTED]. [REDACTED] would insert the credit the students' credits into the system; however, the transcript also goes to the department. The department evaluates the transcript to see what, what courses correlate with our curriculum at our institution for those students to receive credit for the courses that they have taken. So, with the guarantee program, it is not guaranteed that all 60 credit hours will transfer; however, they will give the credit for all 60 hours if that makes sense.

Researcher’s Observation

Based on Delta’s comments, the researcher determined that the participant understood the term advisor varies at different institutions. Delta informed the researcher once the students go through the transfer process it is unknown only transcripts are reviewed and passed along to the Assistant Director of Enrollment and the department in which the students is transferring to for credit evaluation.

Emergent Themes

Defined the roles of advisors and counselors

Explained how the transfer process worked at the institution

Participant Epsilon’s Response

Participant Epsilon’s comments to interview question seven focused the difference between an advisor and counselor. In response to question seven, Epsilon said,

Some advisors from, from the community college perspective or advisors here in gen, yeah. In general. Yeah. Yeah. So again, I think when we when we talk about our partnership, and talk about specific programs, advisors become very familiar with what it takes for that student who is graduating from the community college to come, and their credits that will, that will transfer over such that that student knows what classes they need to take when they arrive on the college campus. That's the one role of the advisor, also, the role of advisor is, is to have, you know, an understanding of just that student in general that a lot of times the transfer student might be an older student is, you know, typically, I mean, obviously, not a first-time freshmen. And so, some of the needs and interests of that student, would be specific to the uniqueness of that student. And so, you know, there may be housing, questions and concerned childcare questions and concerns, part time employment questions and concerns. And so, an advisor is a

person who needs to have a good sense of how you can fully support a person who might be transferring at a, you know, beyond the 18 to 19-year-old age.

Researcher's Observation

Based on Epsilon's comments, the researcher determined that the participant's understanding of an advisor from the community college is familiar and can assist the student with the following processes: graduating, what credits will need to transfer, and what courses to take. Epsilon mentioned that the advisor's other role is to understand and support the student's needs and interests no matter their age or if they are a first-time student, housing, childcare, and employment questions and concerns.

Emergent Themes

Provided and understanding of the role of counselors and advisors
Understanding of the transfer credit process

Participant Zeta's Response

Participant Zeta's comments to interview question seven focused on the role of a counselor. In response to question seven, Zeta said,

Yeah, so I guess, having worked at a university setting before this, I think my previous understanding, well, I know university advisors function quite differently than how community college advisors, I guess you could call us, in California operate. In California, the advising, a lot of it falls on the counselors who play academic advising, career advising, and then personal counseling. And like we do all three of those things to prepare for transfer is included. And so, a lot of that is embedded into our role on the campus. And so community college counselors, I would say, primarily serve as advisors, I would say, informal advising takes place in many shapes or forms like peer advising, or, you know, through like our, our Umoja program, there's like, there's like mentors that they call the mentors to delineate between the advisor role that is, I would say, pretty confusing. Like, who wears the formal advising hat, I would say, we really try to leave that to the community college counselors within the campuses, that community college campuses. So that like, because we we've seen a lot of cases where faculty will miss advise a student on like, the courses that they need for transfer, or the process of transfer. And so in terms of academic advising, in terms of planning classes, and getting all the things that they need in order to be an eligible and competitive applicant, that, again, lies with the community college counselors, faculty advisors, they play a different role in more talking about like the career trajectory, and like talking about what, you know, professional opportunities, and certificates and other things they may want to consider outside of just getting their bachelor's degree, or like how to survive in their bachelor's program, once they get in, you know, being in a STEM major or something like that. So like the faculty advisors, may be more apt to talk about, like, disciplines, specific issues, and discipline specific, you know, considerations like, what can I do with this major as a career? And how do I advance in that, in that field? How do I make connections in that field? What are the what universities should I be considering for this major, things like that, whereas the counselors at community colleges will play more of a now that you know, are here are some options, you know, I personally haven't gone to gone through this path, because I'm not that major. But I can tell you how to plan to get there, you know, because I, we know that well. And that's our role, and how to how to apply and all of that. And then at the university level, then advisors are usually that term is usually strictly reserved for

academic advisors within the college that they're admitted to. So if I'm a college of engineering student, then I would meet with my college advisor at the university, let's say Berkeley, UC Berkeley, and then that advisor will tell me, these are the courses that I need to graduate, basically, and do degree audits. And help me to strategize my classes around those goals.

Researcher's Observation

Based on Zeta's comments, the researcher determined that the participant's understanding of the role of advisors is different at the university and community college. In California, counselors play the role of academic advisor, career advisor, and personal counselor, as well as preparing students to transfer. Zeta also mentioned that there are informal advisors to include peer advising, through the Umoja program. The formal advising in planning classes belongs to the community college counselors since there were times when faculty would miss informing students of what courses to take. Zeta also noted that faculty advisors play a different role in assisting students with career trajectories, professional opportunities, and certificates outside of obtaining or surviving a bachelor's degree. At the university level, Zeta discussed the role of the advisor used for academic advising for the particular college one was admitted to. For example, the College of Engineering will tell the student what courses are needed to graduate, review a degree audit, and assist in creating goals for the student.

Emergent Themes

Defined the role of advisors and counselors on the community college setting
Advisors assist students in their career trajectory; this process may vary at institutions

Participant Eta's Response

Participant Eta's comments to interview question seven focused on the issues with recruitment and pushing students to the HBCUs. In response to question seven, Eta said,

Now, and, you know, of that 50%, you know, most are women. So again, we have significant issues with recruitment and pushing students to the HBCUs when we can't get them into college, to begin with. Um, I will also share that even though I think HBCUs are wonderful, that is not always an alternative for our students, especially our working students, or our student parents to pick up and leave and go out of state to an HBCU is just not a reality when their kids are in school here. So it is great that they have opened up the door for community colleges. But I think what would be more beneficial would be to have, like, university center model where they sent instructors out here to teach or do virtual cohorts where you can stay with us at a community college but get a degree from an HBCU without having to leave the area. Because there that is a huge limitation. Again, you know, our students, if you catch them young, yeah, they can go and go out of state. And but again, if they're working full time, if they're the primary caregiver for their family or primary breadwinner, they may not have the luxury, even if they do get accepted and have guaranteed access to pay to use to go and get that experience. Whereas if there were additional opportunities for them to stay in, in state, and complete their degree with us at Woodmont Community College. While, you know, while it's a bachelor's degree from an HBCU, that would be, I think, transformational, especially because then the students would actually be able to take advantage I know of students who want to go, they would love to go, but that's just not a part of the reality that that is their lives. And I think, again, if we're talking about overall impact of HBCUs on community colleges, there is a lack of understanding the barriers for our students. They have barriers to just getting in the

door, let alone getting through two years, which they're not doing in two years. The data shows to get to a bachelor's degree and to transfer out of state because most of our HBCU, HBCUs are out of state. So, there are significant barriers, I do think it's great. We have partnerships, you know, they help us, they make our students feel very welcome when they come, but that's 20 students a year that are we're able to afford to send because, again, we're paying for it. A very small college in Woodmont Community College has come up with the extra money to try to fund out-of-state travel for students. It's, again, limitations on what we can do; we'd love to do more as funding and, and barriers to this process, I think, are preventing it from being as successful as it could be. So, we have one transfer center counselor; she's in charge of working with our partner colleges to make sure that you know, as we coordinate transfer, we can make sure that they're there the information to share it with our counselors in general. So they do know who we have partnership agreements with and articulation agreements with, and ■ have an articulation officer, ■ department chair for counseling, and so ■ again works on establishing if there's any new relationships or updates to those articulation and transfer agreements. ■ one who does that. So I would say all of our counselors are aware of the ability to transfer to HBCUs and discuss it with the students who want to transfer as an option.

Researcher's Observation

Based on Eta's comments, the researcher determined that the participants' understanding of advisors is in the form of a transfer center counselor. The articulation officer, department chair for counseling, oversees working with partnered institutions to ensure information is shared regarding new and revised articulation agreements, establish new relationships, and discuss the HBCU Transfer Program with students as an option.

Emergent Themes

Different roles for counselors in the transfer assistance process
Understanding of the transfer process and articulation agreements
The program provides opportunities for community colleges and HBCUs to provide transfer support services for community college students

Participant Theta's Response

Participant Theta's comments to interview question seven focused an advisor is at the transfer campus and gives students of what a campus life is like, expectation after transfer. In response to question seven, Theta said,

Sure. Um, and so, my understanding, you know, everybody does things a little bit differently. But usually, I'd say the standard, you know, practice of advisors at the transfer campus would be to give students an idea of, you know, what the campus is like, what to expect after transfer. If they're really nice, they'll do pre-evaluation of transfer credits, but not everybody will do that, you know, explanation of admissions requirements, describing majors, housing, on-campus, all those things that can really help not only guide a student to a pathway on their campus but help them understand what it's going to be like, you know, with this program, especially with students, maybe not having ever traveled out of state before, you know, really helping them understand what things are going to be like as much as they can after transfer.

Researcher's Observation

Based on Theta's comments, the researcher determined the participants' understanding of an advisor at the transfer campus and gave students an overview of campus life and expectations

<p>after transfer. Theta stated that the advisor would guide the student on a pathway that includes conducting a pre-evaluation of transfer credits, admissions requirements, majors, housing, on-campus living, traveling out of state, and what occurs after the transfer process.</p>
<p>Emergent Themes: Understand the role of advisors</p>
<p>Participant Iota's Response Participant Iota's comments to interview question seven focused on the community college counselors are utilized, and the university level uses advisors. In response to question seven, Iota said,</p> <p style="padding-left: 40px;">Okay. So, for community college, at least for Madison Community College, we utilize counselors. At the community college level, I know at the university level, they usually have advisors. And I feel like the role of advisors are, at least from my understanding, it's more tailored to the academic advisement. It's not necessarily what counselors do at the community college level. So, it's not as comprehensive. So I think my understanding or the idea of advisors at the university level, just in general, is to be able to provide that academic guidance and support with let's say, class enrollment or educational planning, etc. And I think I think that is, that's it.</p>
<p>Researcher's Observation Based on Iota's comments, the researcher determined that community college counselors are utilized, and advisors are used at the university level. Iota noted that advisors are used for academic advisement to guide and support class enrollment or educational planning.</p>
<p>Emergent Themes: Defined the role of advisors and counselors</p>
<p>Participant Kappa's Response Participant Kappa's comments to interview question seven focused on just tells students what courses to take from out of the catalog. In response to question seven, Kappa said,</p> <p style="padding-left: 40px;">That also varies, there's some advisors who are simply just catalog advisors that'll tell you what the courses that you need to complete. And there's advisors that are also serving as recruiters or that may be like in tune with financial scholarships that may have more institutional impact and awareness. So that rule also varies as well depending on the institution that your at.</p>
<p>Researcher's Observation Based on Kappa's comments the researcher determined that the participant's understanding of advisors simply is a catalog advisor that tells the student what courses that are needed to complete. Kappa also noted that depending on the institution some advisors serve as recruiters and provide information on financial scholarships.</p>
<p>Emergent Themes: Understand the role of advisors</p>

Emergent Themes for Interview Question 7

The intensive review and analysis of the participants' responses to interview question seven, identified 20 emergent themes covering the range of participant's responses. The list below presents the themes emerging from this analysis.

1. Qualified counselors provide guidance to community transfer students

2. White counselors allow Black counselors to engage with the HBCU Transfer Program
3. Counselors will participate in appropriate training for the program
4. Clarification between the roles of counselors and advisor at the community college
5. Understanding of goals of the HBCU Transfer Program
6. Provided information for community college students to get on track stay on track
7. Provided information for students to understand transfer options
8. Defined the role of advisors and counselors
9. Defined the roles of advisors and counselors
10. Explained how the transfer process worked at the institution
11. Provided and understanding of the role of counselors and advisors
12. Understanding of the transfer credit process
13. Defined the role of advisors and counselors on the community college setting
14. Advisors assist students in their career trajectory; this process may vary at institutions
15. Different roles for counselors in the transfer assistance process
16. Understanding of the transfer process and articulation agreements
17. The program provides opportunities for community colleges and HBCUs to provide transfer support services for community college students.
18. Understand the role of advisors
19. Defined the roles advisors and counselors
20. Understand the role of advisors

Key Themes for Interview question 7

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more

constituted a key theme. The statement below represents the key theme revealed through this analysis for interview question seven.

Defined the roles of advisors and counselors.

Participants Responses to Interview Question 8

This section is organized to show the summary of participants' responses to interview question three and the researcher's observations about the participants' responses, emergent themes, and key themes. Appendix Table G.8. presents the participants' responses, the researcher's observation, and emergent themes for interview question eight.

Appendix Table G.8. Participants' Responses, Researcher's Observations, and Emergent Themes to Interview Question 8

<p>Q8. How do community colleges make admission decisions?</p> <p>Participant Alpha's Response</p> <p>Participant Alpha's comments to interview question eight focused on there is no admissions process. In response to question eight, Alpha said,</p> <p>In general, for community colleges, we don't have an admission, we don't have an admissions process. We're open access students can come in and out of community colleges whenever they'd like. There is no selection process; all they do is complete an application and enroll in a class. It's as simple as that. So, we're open-access information institutions. [REDACTED], [REDACTED] provide students with access to the Common Black College Application, [REDACTED] partnered with Rob Mason, Robert Mason. And so that has allowed our students to apply directly to our HBCUs, our partner institutions, you know, with little to no, with no problems with no headaches. [REDACTED] partnered with him that so that students don't have to pay that fee. [REDACTED]. So, it's a part of this project, we pay the applicant, we cover the fee for all of our students, [REDACTED] unique application code that Rob has created, that are. So, when they get to the end of the application, they put that that code in, and they don't have to pay a fee [REDACTED] [REDACTED], [REDACTED] So, the students [REDACTED] attempt to eliminate, eliminate allevi, alleviate any barriers that a student would have. So yeah, so they, they are able to do that. But for students coming to our community college system, there is no admissions; we are open access, which means a come one come all we don't turn anyone away. Everyone is entitled to particularly students, you know, even, even K through 12. Students can take college can take our classes at a community college for free. They don't have to even pay K through 12. So yeah, so we're considered what they call open access. So, there is no application or admissions process.</p> <p>Researcher's Observation</p>

Based on Alpha's response the researcher determined that the participants understood there are no admission decisions at the community college. The community college is open access, and students must complete the application and enroll in classes. A partnership was established with Robert Mason of the Common Black College Application, ensuring students can apply directly to the partnered HBCUs by creating fewer headaches while navigating the application process. CCC covers all costs related to the application. Alpha also noted that the open-access applies to students in K-12 as well.

Emergent Themes

No admission decision for community colleges students to enter the community college; open admission state.

Community colleges provide admission application support for the students transferring to HBCUs

Participant Beta's Response

Participant Beta's comments to interview question eight focused on the community college in California is open enrollment institutions. In response to question eight, Beta said,

So my understanding that community colleges here in California they have pretty much like open enrollment. So, I don't think students can get rejected from community college. I know some of them well, a lot of them really have these promise programs for recent high school grads they can attend at the campuses following their high school graduation. They can even attend while they are still in high school. So it's really a matter is applying and applying to like your local or one of your local community colleges and then kind of taking it from there. It's really the student trying to deciding on where they want to attend, and they can get started.

Researcher's Observation

Based on Beta's comments, the researcher determined that the participant's understanding that community college in California is open enrollment and is not rejected. Many community colleges have a promise program for recent high school graduates. Students can also attend while in high school as a dual enrollment student.

Emergent Themes

CCCs are open admission institutions

Students gave multiple choices for transfer opportunities

Participant Gamma's Response

Participant Gamma's comments to interview question eight focused on the California Community Colleges are open enrollment institutions. In response to question eight, Gamma said, "California Community Colleges are open to anyone. So, you know, you don't have to have a high school diploma. So, it's open enrollment. It's open to anyone."

Researcher's Observation

Based on Gamma's comments, the researcher determined that the participants' understanding that community colleges are open enrollment even if the individual does not have a high school diploma.

Emergent Themes

CCC are open admission institutions- there is no decision pertaining to qualify for admissions.

Participant Delta's Response

Participant Delta's comments to interview question eight focused not being ware of the admission decision at other community colleges. In response the question eight, Delta said,

<p>“I don't know how community college makes make their decision. Yes. Oh yeah, that part I do not know. I'm familiar with the-the admissions process at our community colleges for the community colleges.”</p>
<p>Researcher's Observation Based on Delta's comments, the researcher determined that the participant is unfamiliar with the admissions decision at the community college.</p>
<p>Emergent Themes Provided no comments pertaining to admission decisions</p>
<p>Participant Epsilon's Response Participant Epsilon's comments to interview question eight focused on admissions on the 4-year side. In response to question eight, Epsilon said, <p style="padding-left: 40px;">So let me think so would you ask them that, so I'm not on the community college side in terms of their admission, so you're talking about how they admit the students initially because I really can't say that I necessarily know a lot about their admissions process for their students—initially, more of the admissions from our side.</p> </p>
<p>Researcher's Observation Based on Epsilon's comments, the researcher determined that the participant is unfamiliar with the admissions decision at the community college.</p>
<p>Emergent Themes Provided no comments pertaining to admission decisions.</p>
<p>Participant Zeta's Response Participant Zeta's comments to interview question eight focused on that in California, it's an open admission system. In response to question eight, Zeta said, <p style="padding-left: 40px;">I mean, our community colleges in California, at least are pretty, it's an open system. So, there's no real decisions taking place. There's really just eligibility criteria that they need, or they don't need. And if they don't, then they just, you know, either wait it out because they're still in high school, or, you know, I don't know appeal through some process because of whatever an eligibility criteria that they're a part of. So, 100% admissions rate is what we usually joke about, you know, it's not hard to get in.</p> </p>
<p>Researcher's Observation Based on Zeta's comments the researcher determined that the participant's understanding of the open admission and eligibility process at the community college in California. Zeta also noted there is a 100% admission rate.</p>
<p>Emergent Themes California community colleges are open admission institution.</p>
<p>Participant Eta's Response Participant Eta's comments to interview question eight focused on the California Community Colleges are open admission institutions. In response to question eight, Eta said, “California Community Colleges are open access. We do not make admissions decisions they are if you apply, you get in.”</p>
<p>Researcher's Observation Based on Eta's comments, the research determined that California Community Colleges are open access and do not make decision when student applies everyone gets in.</p>
<p>Emergent Themes CCC are open admission institution.</p>
<p>Participant Theta's Response</p>

<p>Participant Theta's comments to interview question eight focused on the California Community Colleges are open access institutions. In response to question eight, Theta said, Yes, we're open access. And so, as long as you fill out our application, you are able to attend Brackett Community College-Should this be changed, you should have a high school diploma. But other than that, it's, it's free and open to anybody in the community.</p>
<p>Researcher's Observation Based on Theta's comments, the Researcher's determined the participant's understanding that community colleges have an open-access admission decision process, meaning everyone who completes an application is admitted.</p>
<p>Emergent Themes CCC are open admission institution.</p>
<p>Participant Iota's Response Participant Iota's comments to interview question eight focused on the California Community Colleges are open admission institutions. In response to question eight, Iota said, So, community colleges are open-access institutions. So, whoever sort of applies is bound to be admitted and get a student ID number and be able to take courses, we do not exclude students who have a degree already. Like some four-year institutions would when they limit students that are trying to earn well trying to earn a second bachelor's degree, professional students, students who have a professional degree could come and sort of do re-preparation if they want to be admitted to another program. So, our community, our admission decisions, or admission processes are really just open access. Just because we do provide remedial courses we provide career and technical training, we provide transfer preparation, so it's really just like a menu or buffet of courses that students could take for a variety of reasons. So, there's no admission decision sort of requirement per se.</p>
<p>Researcher's Observation Based on Iota's comments, the researcher determined that the participant understands that community colleges are open-access institutions with no admission decisions. Iota reviewed the steps after completing the application. The student is admitted, issued an ID number, and can register for courses. Iota noted that anyone, even if they earned a four-year degree, can attend community college to get another degree, take remedial courses, and receive career, and technical training.</p>
<p>Emergent Themes CCCs are open admission institutions.</p>
<p>Participant Kappa's Response Participant Kappa's comments to interview question eight focused on the California Community Colleges are open admission institutions. In response to question eight, Kappa said, By-law we are designed six of the top 100% of people who apply, it's open access, you can literally walk off, walk onto a campus, and get admitted. And that is literally even if you're undocumented, even if you got out of jail or prison, we have programs for everybody, but we are open access institution, by law. As part of the California Master Plan, as part of the California Master Plan by law so to reference that.</p>
<p>Researcher's Observation</p>

Based on Kappa's comments, the researcher determined that the participant's understanding of community college admission decisions is designed by law as open access as part of the California Master Plan. Kappa noted that any and everyone will be admitted if applied: the person who got out of jail, someone who walked off the street, and even undocumented individuals.

Emergent Themes

CCC are open admission institution.

Emergent Themes for Interview Question 8

The intensive review and analysis of the participants' responses for interview question eight identified 12 emergent themes covering the range of participant's responses. The list below presents the themes emerging from this analysis.

1. No admission decision for community colleges' students to enter the community college; open admission state.
2. Community colleges provide admission application support for the students transferring to HBCUs
3. CCCs are open admission institutions
4. Students gave multiple choices for transfer opportunities
5. CCC are open admission institutions- there is no decision pertaining to qualify for admissions
6. Provided no comments pertaining to admission decisions
7. Provided no comments pertaining to admission decisions
8. California community colleges are open admission institution.
9. CCC are open admission institution.
10. CCC are open admission institution.
11. CCCs are open admission institutions.
12. CCC are open admission institution.

Key Themes for Interview Question 8

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. The statement below represents the key theme revealed through this analysis for interview question eight.

California community colleges are open admission institutions.

Participants' Responses to Interview Question 9

This section is organized to show the summary of participants' responses to interview question three and the researcher's observations about the participants' responses, emergent themes, and key themes. Appendix Table G.9. presents the participants' responses, the researcher's observations, and emergent themes for interview question nine.

Appendix Table G.9. Participants' Responses, Researcher's Observations, Emergent Themes to Interview Question 9

<p>Q9. Tell me about the role of counselors in making quick enrollment decisions for students.</p>
<p>Participant Alpha's Response</p> <p>Participant Alpha's comments to interview question nine focused on counselors do not make quick enrollment decisions. In response to question nine, Alpha said,</p> <p>Um, quick enrollment decisions. So, I'm hoping that their counselors aren't making quick enrollment decisions. So again, because it's, it's an open access, students typically will excuse me, counselors will typically see a student after they've enrolled into the college. And so they're helping the student and then, of course, to facilitate a selection of courses. And so that's everything from, you know, deciding on which math, they're going to take what English deciding on what their major is going to look like, what those courses are going to look like, over the two years that they're at the community college. So really, the role of the counselor is after the student is already on our campuses, then to help them facilitate course content. Making sure the student is aware of support services on our campuses, everything from tutoring to financial aid, all of those things that a student would need to be successful is part of the counselors' role is to make sure that they're aware of it, how to access it if they qualify for it. All of those things become part of part of that process. So, so the counselors really aren't involved in the role, but we actually have, you know, admissions offices, where students complete the application. A lot of its online. And then the student, literally</p>

<p>Once they've done that they show up at the counselor's office saying, help me pick classes, help me figure out map out what my, my educational pathway is going to look like for the next couple of years.</p>
<p>Researcher's Observation Based on Alpha's comments, the researcher determined that the participant's understanding of the role of counselors in making quick enrollment decisions for students is that the community college is open access and counselors are not involved. Alpha noted counselors see students after enrollment to assist the student with support services, selecting courses, deciding a major, the two-year educational plan, financial aid, and the tools for students to be successful.</p>
<p>Emergent Themes Counselors are not involved in admissions decision Counselors provide guidance services after the enrollment process</p>
<p>Participant Beta's Response Participant Beta's comments to interview question nine focused on the quick decisions making would occur more so on the HBCU application side. In response to question nine, Beta said, Counselors from the HBCU side or community college side. The counselor typically is not super involved in that process. Only if the student is kind on leaning on the counselor for that support, if the application, the HBCU application, kind of requires an additional form or something from the community college campus, then the they rely of the support in filling it out, signing it quacking, so they can, you know, continue on their application process. And then maybe helping the student get their transcript, but that tends to be kind of it, though. Sometimes the students will ask them for questions about the application and the application process, but the counselors don't always know what that process looks like or answers to those questions, so sometimes they'll reach out [REDACTED].</p>
<p>Researcher's Observation Based on Beta's comments, the researcher determined that the participant's understanding of the role of counselors in making quick decision making would occur more so on the HBCU application side. Beta discussed that counselors are not involved in that process and can assist when students apply to the HBCU. Beta also noted that the counselor helps students obtain a transcript, answer questions about the application process, and contact the state coordinators for questions the counselor cannot answer.</p>
<p>Emergent Themes Counselors provide guidance services after the enrollment process Counselors assist with the transfer application process to the HBCU</p>
<p>Participant Gamma's Response Participant Gamma's comments to interview question nine focused on how counselors are critical to the transfer process. In response to question nine, Gamma said, For students counselors play a critical role. And [REDACTED] informational outreach [REDACTED] to counselors because they play a critical role. And if students are not getting the information from their counselors, or if that information isn't accurate, that they're getting from their counselors, then then that causes a problem also. What I find is when counselors are not informed about the real statistics regarding in the success of HBCUs, especially as it pertains to African American students, then you know, some people have considered these institutions to be inferior, which they absolutely are not.</p>

<p>And ■ that's why ■ need to have all the stats and the facts so that they can allow students to know what options are readily available to them.</p>
<p>Researcher's Observation Based on Gamma's comments, the researcher determined that the participant's understanding of the role of counselors plays a critical role in the quick decision-making process in sharing information with the student. Gamma stressed that, at times, students are not getting accurate information, and counselors are not informed of statistics on the success of HBCUs, especially for African American students, to better advise students on the available options.</p>
<p>Emergent Themes Counselors are critical to the transfer process Students are not getting accurate information Counselors do not receive information about student performance at HBCUs</p>
<p>Participant Delta's Response Participant Delta's comments to interview question nine focused on how counselors are critical to the transfer process. In response to question nine, Delta said, Um, I'll speak on behalf of admissions counselors once we receive the documents. There is a quick evaluation. A student must have at least 18 credit hours a 2.0 and have passed both college-level English and or math which or have completed both college-level English and math with a C or better.</p>
<p>Researcher's Observation Based on Delta's comments, the researcher determined that the participant understood the role of the admissions counselors, who review the documents to make a quick evaluation and ensure that students have completed at least 18 credit hours, have a 2.0 G.P.A., and passed both college-level English and Math with a C or better.</p>
<p>Emergent Themes Counselors receive information after the student is enrolled Counselors review accumulated credits</p>
<p>Participant Epsilon's Response Participant Epsilon's comments to interview question nine focused on how the transfer coordinator is assigned to transfer students. In response to question nine, Epsilon said, Okay, so, so I'm thinking about our in our process for enrollment and our process for making those decisions when a when a student is a transfer coming to us. So our team has transfer coordinator who is assigned to the transfer students. And so they are; they are specifically on the lookout for all students who are indicating that they're coming from another institution. And in some cases, those students may have several or a couple of institutions that they may have attended. So, of course, there is the receiving of transcripts and making sure that all of those students making sure that that student knows that it's important to to have all of those transcripts available so that our academic, academic deans here can make the best decision for them in terms of placing them in the right classes. And so, you know, it's a different, um, a more personal relationship, if you will, there's probably a probably a lot more interaction. Because we again are, you know, we're waiting for students to give us transcripts, which was sometimes communicating on behalf of the student at their previous institution, and also making sure that our deans are have all of the information that they need in order to make a good transfer evaluation.</p>
<p>Researcher's Observation</p>

Based on Epsilon's comments, the researcher determined that the participant understood the role of counselors in quick enrollment decisions. The transfer coordinator is assigned to students interested in transferring to the institutions. Epsilon noted that students should have all transcripts available for review for the academic deans to best evaluate and place the students in future courses.

Emergent Themes

Understanding of the role of community college counselors
Counselors review transcripts to assist with placement

Participant Zeta's Response

Participant Zeta's comments to interview question nine focused on how the transfer coordinator is assigned to students. In response to question nine, Zeta said,

Yeah, I mean, a lot of the times, like I said, at least for HBCUs, if we're talking just about HBCUs, you know, again, unless the student has set foot on the campus, which is quite rare, given that they're pretty far away from California, most of the time, you know, they're just kind of evaluating schools and comparing them based on their websites, or like, you know, a webinar that they had attended, or the rep conversation that they had at the fair, or like, over email, you know, or on the website. So it's kind of a shallow view of the, the entire campus, you know, like, you don't really get a full, the full experience, the immersive experience that you might get, if you were to consider, like a UC campus, or CSU campus that's right around the corner, because our students are very familiar with Berkeley, and like Cal State, East Bay, San Francisco State, because they're so close, we just, you know, they probably have been to the campus before. But a lot of the students here, they haven't had a chance to go to the HBCU. So, they're just kind of like, they're basing information off of like I said, like a good conversation that they had with the rep, or this scholarship amount that they get. And, you know, so we, we serve as we try to serve as, you know, impartial decision facilitators, I would say. So, like, we'll help them weigh the pros and cons and like, you know, uncover all the factors that they might want to consider. Whether it be, you know, the competitiveness of the school, or the reputation of the school, the job placement rate, after graduation, the graduation rate, the cost, obviously, of them to attend, where they're gonna live. You know, if they have family in the area, or if they're just going to live in a dorm, and if they want to do that. You know, like all the culture of the campus, like any way that we can help them to really get a fuller picture of what they're getting into, is what we're going to try to help them do. You know, whether it's by talking to the reps visiting the school, if possible, visiting the website, at the very least, going to these fairs and webinars, so that they can really try to picture themselves there and get a fair evaluation of what they're going to experience as an undergrad there. So, you know, I don't think, we have we have a few alums from some HBCUs. Unfortunately, none of them are a part of the MOU agreement. But that, you know, the alums that that are on our campus that are counselors, you know, they can obviously talk from personal experience, or if any of us have been had a chance to visit the campus, any of the campuses. We can talk from more personal experience, but I would say those are not as common because we're so far away from, you know, from the East Coast and the south so, are most of them are located. So, it's, you know, we're just kind of there to try to help move their decision along based on the information that

<p>they can uncover that we can provide. And then see what what, you know, decision they want to make help them to make a decision.</p>
<p>Researcher's Observation Based on Zeta's comments, the researcher determined that the participant's understanding of the role of counselors in making quick enrollment decisions for students was based on supporting the student's decision on selecting an HBCU for them given the distance, area, not having the opportunity to visit the campus, reviewing the website, attending webinars, and speaking with alums.</p>
<p>Emergent Themes Counselors help students review information about the HBCU Counselors help students understand the significance of attending school in the south Provide information for students to make informed choices</p>
<p>Participant Eta's Response Participant Eta's comments to interview question nine focused on services provided to community college students. In response to question nine, Eta said, <p style="padding-left: 40px;">So, we do pop-up counseling. Usually, that happens around the second week of school, where we'll have shorter 10-minute check-in appointments. Because a question they can get that answered. If they need help enrolling in a class, they can get that assistance. Since pretty quickly, most of our well, I guess the typical counselor appointment is a one-hour appointment with a counselor to do an ■, a full, you know, six-semester education plan and then refer them to transfer or graduation, whatever their goals are, maybe it's vocational. So, and again, I don't know. So, if you're talking about quick in regards to just assisting a student, we would again do pop-up counseling to assist them with maybe if they have a question about a class or, you know, need help finding a class or assistance with that. But when it comes to enrollment, they're not technically. I guess it's not an admissions decision. It's just helping them to get enrolled.</p> </p>
<p>Researcher's Observation Based on Eta's comments, the researcher determined that the participant's understanding of the role of counselors in making quick enrollment decisions for students is based on services provided by the community colleges, given that it is not an admission decision, just assisting students to enroll. Eta noted that around the second week of class, pop-up counseling is available to meet with students to answer questions and review an educational plan, transfer, or graduation.</p>
<p>Emergent Themes Counselors provide different approaches to counseling to help students with understanding transfer and enrollment options.</p>
<p>Participant Theta's Response Participant Theta's comments to interview question nine focused on counselors playing a huge role in the decision-making process. In response to question nine, Theta said, <p style="padding-left: 40px;">Yeah, um, and so, I think, you know, definitely counselors play a huge role in that. Because, you know, especially when we have students that are in their first semester, you know, having not attended college before, they really need somebody to be that guide for them in choosing classes. And so I know at Brackett Community College, you know, we do these education workshops before they enroll, where they don't get like a full education plan. But they, you know, tell the counselor their major, and they</p> </p>

<p>get kind of a template of classes that they can choose to take. And I know that happens when they get to that four-year level as well. You know, they're getting that, you know, rough template of okay, here's your major, here's what we know about your credits. Here's some good suggestion for you. And so, you know, having that kind of plan coming in is really important for students. And so, I think counselors definitely play a huge role in helping students get oriented to the university or the college.</p>
<p>Researcher's Observation Based on Theta's comments, the researcher determined that the participant's understanding of the role of counselors in making quick enrollment decisions, for the community college students need for assistance in selecting courses, conducting educational workshops before enrolling, obtaining a template of an educational plan based on major, and helping students get oriented to the university or college.</p>
<p>Emergent Themes Counselors play an important role in helping students understand enrollment and transfer decisions by providing accurate information. Counselors help students understand transfer credits and other orientation-type information.</p>
<p>Participant Iota's Response Participant Iota's comments to interview question nine focused on how the counselor can assist the student in identifying interest of study. In response to question nine, Iota said, I have seen counselors and it really just depends on the person who's doing counseling, and their style of counseling. I feel like with the new initiatives coming down the pike like and that are already being implemented, like guided pathways, or AB, AB 705, I'm sorry. Counselors could tend to be a little more prescriptive with students. So I've had instances where counselors would just give students a general education sheet for either CSU or UCs, I guess the, and just highlight the courses that they think the students should take, as opposed to sort of walking them through the list seeing what are some of their interests, what are their likes and dislikes, what would be the best course to maximize their academic potential, and GPA? So, I think some counselors tend to be a little more prescriptive sometimes. But then others tend to take their time and just walk the student over the list of courses and just see what they're more interested in as opposed to telling them what exactly they should take because especially for a general education, they have so many they have a variety of courses that they could pick from and I feel like when the student is active and that decision-making process it definitely increases their success rate in the class and just academically overall.</p>
<p>Researcher's Observation Based on Iota's comments, the researcher determined that the participant's understanding of the role of counselors in making quick enrollment decisions depends on the counselor and how they assist the student in identifying interests of study, courses to take, likes and dislikes, academic potential, and GPA.</p>
<p>Emergent Themes The counseling approach varies from one individual to the next</p>
<p>Participant Kappa's Response Participant Kappa's comments to interview question nine focused on how the counselor can assist the student in identifying interest of study. In response to question nine, Kappa said,</p>

<p>We advise students based upon you know, what they show and disclose of themselves, if you are a full-time working parent, you know you want to go full-time or part-time your advisor is to advise based upon your work schedule. You know, six hours part-time, 12 hours full-time here's the workload that requires, you know, we always have the three to one model, you know, 12 hours, you know, three hours of coursework is about nine hours of preparation homework. So that's really 36 hours that you're dedicating to that load to that, you know, to your schooling. So, it just kind of things of that nature, I think it's important for, for counselors to advise students on in regards to enrollment.</p>
<p>Researcher's Observation Based on Kappa's comments, the researcher determined that the participant's understanding of the role of counselors in making quick enrollment decisions is based on the needs of the student to attend school full-time or part-time, how to factor workload with coursework and homework preparation.</p>
<p>Emergent Themes Understanding of the role of advisors counselors provide support to transfer students Counselors base advice on the needs of the student</p>

Emergent Themes for Interview Question 9

The intensive review and analysis of the participants' responses to interview question nine identified 20 emergent themes covering the range of participants' responses. The list below presents the themes emerging from this analysis.

1. Counselors are not involved in admissions decision
2. Counselors provide guidance services after the enrollment process
3. Counselors provide guidance services after the enrollment process
4. Counselors assist with the transfer application process to the HBCU
5. Counselors are critical to the transfer process
6. Students are not getting accurate information
7. Counselors do not receive information about student performance at HBCUs
8. Counselors receive information after the student is enrolled
9. Counselors review accumulated credits
10. Understanding of the role of community college counselors

11. Counselors review transcripts to assist with placement
12. Counselors help students review information about the HBCU
13. Counselors help students understand the significance of attending school in the south;
14. Provide information for students to make informed choices.
15. Counselors provide different approaches to counseling to help students with understanding transfer and enrollment options.
16. Counselors play an important role in helping students understand enrollment and transfer decisions by providing accurate information.
17. Counselors help students understand transfer credits and other orientation-type information
18. The counseling approach varies from one individual to the next.
19. Understanding of the role of advisors counselors provide support to transfer students
20. Counselor base advice on the needs of the student

Key Themes for Interview Question 9

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. The statement below represents the key theme revealed through this analysis for interview question nine.

Counselors play a role in the enrollment process.

Participants' Responses to Interview Question 10

This section is organized to show the summary of participants' responses to interview question three and the researcher's observations about the participants' responses, emergent themes, and key themes Appendix Table G.10. presents the participants' responses, the

researcher’s observations, and emergent themes for interview question 10.

Appendix Table G.10. Participants’ Responses, Researcher’s Observations, Emergent

Themes to Interview Question 10

<p>Q.10 Tell me about transfer-specific services.</p>
<p>Participant Alpha’s Response Participant Alpha’s comments to interview question 10 focused on the transfer centers at the campus. In response to question 10, Alpha said, And I’m are you asking as a project or as at a community college level for, for community colleges. They’re usually transfer offices is usually staffed by someone who runs that center, each Transfer Center Director. And that director is responsible maybe for other staff members to help to manage that transfer center. So, unfortunately, our transfer centers from campus to campus can, can look very different. Some of them have greatly supported Transfer Centers, and some of us does, we don’t. So it can vary. And typically the services include everything from helping a student complete an application to helping them explore colleges understand their, their award letter when they get it, or their admissions decision if they don’t get admitted to an institution. A lot of times, the Transfer Center can help to intercede and maybe reach out to an institution to find about to find out about it. How to appeal a decision? So really, the transfer serve, the Transfer Center does everything related to helping that student facilitate their transfer process. A lot of times, they will have patients that come to our campuses. And so they facilitate those outreach days and those events. So yeah, so the transfer centers do a lot of very specific thing. They hold those transfer fairs that I talked about earlier. They coordinate all of those, when we come to the campuses, for events, to outreach events, for students, often it’s the transfer center that that’s coordinated all of those events. And so, really, they are the lifeline for students who are who are looking to transfer and help them to prepare for that process. They provide workshops. They just do a variety of things to help students. They bring in speakers, they bring in, like I said, the four-year reps to help students make those connections so that they can clearly understand what’s expected them expected of them as an applicant. So, the Transfer Center is, is crucial for us and for any student who who’s looking to transfer.</p>
<p>Researcher’s Observation Based on Alpha’s comments, the researcher determined that the participant’s understanding of transfer-specific services from the community college, the Transfer Center, varies from campus to campus overseen by the Transfer Center Director. Alpha stated that the Transfer Center assists students with completing applications, exploring colleges, understanding their awards letters, and facilitating the transfer process through events and speakers.</p>
<p>Emergent Themes Transfer-specific services are based on the needs of students and the direction of the employees in charge of the programs The transfer services are likely to be different at different institutions</p>
<p>Participant Beta’s Response</p>

Participant Beta's comments to interview question 10 focused on transfer-specific programs and organizations on campus. In response to question 10, Beta said,

In the community college system, the transfer-specific programs, so Umoja can be one of those transfer-specific programs, Puente. I know A²MEND offers some of that support for students if they have it on their campus. All of the campuses have a transfer center, and so they are. They are kind of the hub for all things transfer. So, a little bit different than your regular and traditional counselors or counseling it for more so the next step.

So, they have computer labs for students to apply if they don't have you know access, answer questions, they sometimes host different workshops about transfer, but a lot of those workshops tend to be very much focused on the California schools, so the California State University System and the University of California System because that's what's there and that's what, the counselors know those campuses for sure. So, we are trying to encourage and really grow the knowledge of HBCUs for the counselors so that they can, you know, speak comfortably to students about those resources.

So yeah, just general transfer help with applications they will have help with applications, they host information sessions. And this is generally not HBCUs pathways specific. Yeah, they'll have invited different campuses to host like different sessions with the student. And again, these are primarily Cal State and the University of California and other institutions here in California.

Researcher's Observation

Based on Beta's comments, the researcher determined the participant understands the transfer-specific services from the community college. Each campus has a transfer center, and some campuses receive support from organizations such as Umoja, A²MEND, and Puente. Beta noted that the transfer center has a lab and hosts workshops mainly focusing on transferring to UC, CSU, and other institutions in California, given that is what the counselors are familiar with.

Emergent Themes

Each CCC has a transfer center

Transfer-specific services are based on the needs of students and the direction of the employees in charge of the programs.

The transfer services are likely to be different at different institutions.

Participant Gamma's Response

Participant Gamma's comments to interview question 10 focused on inconsistency of the transfer center hours and staff from campus to campus. In response to question 10, Gamma said,

Transfer-specific services within California Community Colleges vary greatly. There are some schools that do not have a full-time transfer center coordinator. And it's only open on certain days at certain times. And there are other schools that you know, have a full, full load a full staff to be able to provide services to students. And so, there's no consistency within the California Community College System regarding how transfer is handled.

Researcher's Observation

Based on Gamma's comments, the researcher determined that the participant's understanding of transfer-specific services from the community college students is the transfer center

coordinator, even though this position is not full-time at most campuses. Gamma noted there is no consistency from CCC on transfer, given that some campuses have a full staff and limited office hours and days open.

Emergent Themes

Each community college establishes their own transfer center, services and hours of operation

Participant Delta's Response

Participant Delta's comments to interview question 10 praised the support provided to students doing the registration process. In response to question 10, Delta said,

That would be [REDACTED]. Pretty much, they have her for assistance. I'm on the back end, and [REDACTED] Batman, and I'm Robin on an academic basis. But they do have transfer services available. We tend to walk them through the entire registration process and assist where needed. So, we do a phenomenal job. Kudos to me and [REDACTED].

Researcher's Observation

Based on Delta's comments, the researcher determined that the participant's understanding of transfer-specific services is available, and [REDACTED] also assisted students by walking them through the entire registration process. Delta praises the job that the team is doing with transfer students.

Emergent Themes

Students are provided assistance with registration

Participant expressed praise for the performance of the transfer team at this institution.

Participant Epsilon's Response

Participant Epsilon's comments to interview question 10 focused on the financial aid resources that will still be available to students doing the transfer process. In response to question 10 Epsilon said,

Yeah. So again, the academic the [REDACTED] Success Center specifically has counselors in their area to look at what that student needs in terms of the major that they may be interested in—and also looking at the financial viability of that student. So their financial aid, how much aid they may have still available to them because that is the case. Sometimes there's probably a lot, a lot more conversation with that transfer students to really get a sense of, you know, where they've been, how much aid they've used, how much aid they have left available, is it likely that they will be able to complete their degree within a reasonable amount of time to be able to utilize that aid. And so those becomes very transfer specific services for the students.

Researcher's Observation

Based on Epsilon's comments, the researcher determined that the participant's understanding of transfer-specific services of the Success Center counselors assists students in identifying a major of study and financial viability. The counselor will review what financial aid is left, how much was used at the previous institution, what is needed to complete the degree, and whether the student will complete the degree promptly.

Emergent Themes

The Success Center provided comprehensive financial aid assistance for students

Participant Zeta's Response

Participant Zeta's comments to interview question 10 discussed the change to provide transfer-services available to students online due to COVID. In response to question 10, Zeta said,

Like our transfer services for all universities. Oh, where to begin? So, [REDACTED] have I guess I'll start with our website, because that's kind of been our bread and butter the past year

because of COVID. So, our, our primary delivery format this past year has been online. And so, [redacted] website hosts a lot of information and has specific dedicated tabs that talk about the UC system, the CSU system, the private and independent schools, and then out of states and then also HBCUs. Also, the ADT agreements, which [redacted] mentioned the HBCUs in, and then talking about like how to prepare for transfer in terms of like academically and like the process of transferring, like the five steps to prepare And then the application nuts and bolts of like, here's where you go to apply. Here are some tutorials and guides. If you get stuck, this is what you can do. [redacted] have labs, [redacted] have virtual drop ins we have, you know, email, we have different ways to contact us for help, or you can go directly to the help centers for those websites. We do presentations, in addition to the drop-in lab, the virtual help labs. So, virtual presentations that walk them through every step of the application for UC for CSU. And then for common app, which is the other one that we see a lot of. Yeah, so I would say that's, and then we host we coordinate events as well. So, like I mentioned, the HBCU fair, or caravan, we've play played a role in that, if not their primary role. We do outreach workshops to basic skills level classrooms, so like, like maybe math and English students who are placed into support level classes where maybe they wouldn't have normally been eligible for college-level English or math classes. Without some support, like some extra time with the instructors will try to go to those classes or create special connections with the instructors so that they can publicize that we are there and available to help students who are struggling and who do have the goal of transferring. We'll also do outreach presentations and develop relationships with you know, our special populations on campus like EOPS. And you know, all of our learning communities, including Umoja, Puente, and the STEM, the STEM learning community, Mesa, and then like the FYE community, so places where students might, you know, you know, benefit from additional support, we'll try to get, you know, FaceTime with them at some point a few times throughout the year, so that they know that there's resources that were available that we want to help and that you know, that they're, you know, here's the procedure for applying and for preparing for transfer so that, that they know that they're not alone. So that would I guess that would be in a nutshell. And then when we're back on campus, and we which we have been phasing back in this fall. You know, we provide those same services in person. So we're doing a hybrid of that right now, we're trying to do as much as we can virtually and in person in our center, because we have a Transfer Center, located right next to counseling, that students can walk up anytime it's a drop in center. So, students just come in and use a computer lab to research, transfer requirements and opportunities and then fill out applications on site with some help. [redacted]. That's, that's why I'm here.

Researcher's Observation

Based on Zeta's comments, the researcher determined that the participants' understanding of transfer specific services included identifying ways to support the students and instructors. Zeta mentioned that transfer services are available online, with information on several systems, including the CSU system, UC system, private and independent schools, out-of-state schools, HBCUs, and ADT agreements. Zeta mentioned the five-step process in transferring the resources available throughout the year to students, including the virtual workshops, tutorials on completing the application for UC, CSU, and Common Black College Application, drop-in labs, and virtual help labs. Zeta stated that outreach workshops are conducted in basic

math or English to build a connection with the students and instructors by informing them that there is a support system and that the goal is for students to transfer. Zeta noted the outreach to special populations and organizations, including EOPS, Umoja, Puente, and the STEM learning community. Zeta also mentioned that students are supported throughout the transfer process.

Emergent Themes

Provided a wide range of transfer assistance throughout the academic year
Outreach workshops were provided on a regular basis.
Some services were designed for special populations of students.

Participant Eta's Response

Participant Eta's comments to interview question 10 focused on the transfer center counselor and assistance is available for students. In response to question 10, Eta said,
So, we, again, [REDACTED] transfer center counselor, and transfer center and [REDACTED], all, all counselors can help do graduation petitions and assist with transfer, transfer guidance, but if a student is looking for specific transfer assistance, then our transfer counselor can assist them with that.

Researcher's Observation

Based on Eta's comments, the researcher determined that the participant's understanding of transfer services available at the transfer center counselor can assist the student in the transfer process.

Emergent Themes

Transfer counselor provided support services to facilitate the transfer process as well as graduation.

Participant Theta's Response

Participant Theta's comments to interview question 10 focused services that are provided to students that are considering transferring. In response to question 10, Theta said,
Sure. Okay. So, at Brackett Community College, [REDACTED] the Transfer Center. And so ours is a pretty small operation, [REDACTED], in the Transfer Center. And so the services that we offer, tend to be, especially when we were on campus, mostly drop-in services, and so students could come in and ask questions. Now, [REDACTED] scheduled appointments, as well, while we're virtual. You know, it's a lot of helping students fill out applications, helping them understand admissions criteria and eligibility, you know, helping them choose schools and majors, although they do a lot of that with the counselors, and they also do their academic planning with the counselors rather than with me. When we're in person, it also includes field trips to other campuses, you know, bringing in guests like university representatives or having transfer fairs. And so those are more of the large-scale things that we do.

Researcher's Observation

Based on Theta's comments, the researcher determined that the participant's understanding of transfer services for students includes the virtual services provided, assisting students in filling out applications, and helping them understand the admissions criteria and eligibility. Theta also noted that students can meet a counselor for academic planning, attend field trips to other campuses, meet with university representatives, or attend transfer fairs.

Emergent Themes

Participant understood goals of the transfer program.
Services provided were face-to-face and virtual.

Comprehensive transfer services provided to students

Participant Iota's Response

Participant Iota's comments to interview question 10 noted number of transfer opportunities and partnerships that's available to interested in transferring. In response to question 10, Iota said,

We have so many, I had like, I have a hard time wrapping my head around it sometimes. We have admission advisors from CSU and UCs that host office hours at our, the Transfer Center, we have a Transfer Ambassador Program through USC. And that is designed to have students who have transferred from a California Community College to USC provide more sort of this inside, and just academic preparation tips and tricks and application assistance. For students who are interested in USC, we have sort of a similar breakdown with UCLA; we have what is called a UCLA CCCP, which is a partnership between UCLA and California Community Colleges similar to the USC Ambassador Program. And that is a great empowerment program that I could really speak highly of. We work in collaboration in partnership to be able to empower our students who are trying to transfer not only to UCLA, but to other UC, CSUs, and just transfer overall, we provide, again, application assistance, we provide personal insight question overviews, we provide connections with services that are available at the two-year level and the four-year level. And that's just in collaboration with those two entities. We also have partnerships with other institutions; we have a partnership with Dominguez Hills, what is called a Transfer to Success Program. And that is also a very holistic sort of program that provides academic assistance and advisement as well. Career Exploration and preparation, professional and graduate degree exploration, and then connection to services and support once students transition from Madison Community College to Dominguez Hills, we have a cohort program with LMU. And that is for business students specifically interested in transitioning from us from Madison Community College to LMU. And they have a designated set of courses that they take. And they are also sort of guaranteed admission to LMU, once they complete those, those requirements. We also have a Transfer Honors Program, which is a great opportunity for students to be able to engage with faculty and start developing those connections with them. And complete honors courses, which also gives them the ability to apply to two majors at UCLA. And in addition to other UCs and private institutions are selected majors at CSU, we have an honors to Honors Program with UCR to UCI, and then just transfer services overall it could be CSU application assistance, UC application existence, transfer, one on one workshops. And that is sort of designed to give students an idea of the transfer process just because there are so many myths and misconceptions out there when it comes to transfer. Some students may think that they need to complete their entire two years of college to be able to transfer to then apply to transfer. So, I always have to tell our students that they have to apply a year in advance. And we are also trying to expand our workshops and services to sort of financial planning or how to finance your transfer degree. Just because I know that that could be a huge hurdle. When it comes to transfer especially for CCC students. We have we just have we have a lot going on. And we're just working on expanding it a little more. So, it's in the works.

Researcher's Observation

<p>Based on Iota's comments, the researcher determined that the participant clearly understands the opportunities and institutional partnerships available to students interested in transferring. Iota mentioned the workshops held at the transfer center, including where representatives from the Transfer Ambassador Program speak about their transfer process from CCC to USC, and the Transfer Honors Program allows students to engage with faculty to develop relationships at UCLA. Iota works to empower students in the transfer process, application assistance, career exploration, financial planning, and professional and graduate degree exploration. Iota noted that support is even given to students once they transition the community college to a four-year institution.</p>
<p>Emergent Themes Comprehensive transfer and support services provided to students. Participant demonstrative knowledge of the HBCU transfer program. Services included financial and career pathways pipeline for students to explore.</p>
<p>Participant Kappa's Response Participant Kappa's comments to interview question 10 focused CCC counselors do not advise or recommend students to attend HBCUs. In response to question 10, Kappa said, I would say a vast majority of California Community College counselors do not advertise or recommend HBCUs as a transfer option when it comes to our students. We can do what they were taught to do, which is UC/ CSU, HBCUs are offered as a I would say appetizer or dessert. But not as the main course if that makes sense it's not on the main menu. You know it's on you know what do you call it on the lunch hour menu or happy hour menu on the side of the as you requested it along with other options, right. And that's always been a serious challenge within our system. And our counselors many can't tell you the HBCUs and many don't know how many exist.</p>
<p>Researcher's Observation Based on Kappa's comments, the researcher determined that the participant is aware that counselors are not advertising or recommending HBCUs, given that they are taught to inform students about UC or CSU.</p>
<p>Emergent Themes Limited marketing and advertising about the HBCU Transfer Program Counselors have limited knowledge of the existence of HBCUs and the educational opportunities afforded by HBCUs</p>

Emergent Themes for Interview Question 10

The intensive review and analysis of the participants' responses for interview question 10 identified 21 emerging themes covering the range of participants' responses. The list below presents the themes emerging from this analysis.

1. Transfer-specific services are based on the needs of students and the direction of the employees in charge of the programs.
2. The transfer services are likely to be different at different institutions.

3. Each CCC has a transfer center
4. Transfer-specific services are based on the needs of students and the direction of the employees in charge of the programs.
5. The transfer services are likely to be different at different institutions.
6. Each community college establishes their own transfer center, services and hours of operation.
7. Students are provided assistance with registration
8. Participant expressed praise for the performance of the transfer team at this institution.
9. The Success Center provided comprehensive financial aid assistance for students
10. Provided a wide range of transfer assistance throughout the academic year
11. Outreach workshops were provided on a regular basis.
12. Some services were designed for special populations of students.
13. Transfer counselor provided support services to facilitate the transfer process as well as graduation.
14. Participant understood goals of the transfer program.
15. Services provided were face-to-face and virtual.
16. Comprehensive transfer services provided to students
17. Comprehensive transfer and support services provided to students.
18. Participant demonstrative knowledge of the HBCU transfer program.
19. Services included financial and career pathways pipeline for students to explore,
20. Limited marketing and advertising about the HBCU Transfer Program
21. Counselors have limited knowledge of the existence of HBCUs and the educational

opportunities afforded by HBCUs.

Key themes for Interview Question 10

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. The statement below represents the key theme revealed through this analysis for interview question 10.

Transfer services may be different at different institutions.

Participants' Responses to Interview Question 11

This section is organized to show the summary of participants' responses to interview question three and the researcher's observations about the participants' responses, emergent themes, and key themes. Appendix Table G.11. presents the participants' responses, the researcher's observations, and emergent themes for interview question 11.

Appendix Table G.11. Participants' Responses, Researcher's Observations, and Emergent Themes to Interview Question 11

Q11. Tell me about credit evaluations.
Participant Alpha's Response Participant Alpha's comments to interview question 11 focused on the process of credit evaluations for ADTs and MOUs to institutions including CSU, UC, and HBCUs. In response to question 11, Alpha said, So, so I'm assuming you mean once they transfer, so that happens again at the local level for the for the at the HBCU. So [REDACTED], this Associate's Degree for Transfer this ADT that [REDACTED], the idea, of course, is that students are guaranteed admissions, if they complete in achieve this associate this very specific Associate's degree. And that degree in itself, or the course content, and that degree, has gone through a pretty rigorous process. [REDACTED], [REDACTED] an articulation process, at the local level, for every course, with our CSU and our UC system, which is our two main four-year institution systems here in California. And so those courses that are used for these associate's degrees that prepare students for transfer are reviewed every other year; I believe that's the, the timeline, which allows [REDACTED] work with our HBCUs. So they understand that [REDACTED], [REDACTED], it's not an articulation agreement. It's an MOU. So it's a Memorandum of Understanding, which allows our HBCUs to still do what they need to do, as far as evaluation is, is concerned of credits, right. So that they

can still receive those, those transcripts from those students and still ultimately decide where units are going to be placed. And so that's really at the local level for that HBCU that that evaluation is still taking place, although there's a guarantee. And it's degrees specific now that we're coming more in alignment with this because this has really been a kind of a new project for us to align our degrees with us degrees. We hadn't done that previously. So that's just really been in the last year and a half that we've been doing this work. But but it still allows them to do the evaluation at the local level once they have those transcripts.

Researcher's Observation

Based on Alpha's comments, the researcher determined that the participant understands that credit evaluations occur locally for ADT. The ADTs guarantee admission for students after completing the associate degree, and the courses that align with the articulation agreements and MOUs are reviewed. The community college evaluates the student's transcripts. However, the HBCU transcript review is at the local level and is degree specific.

Emergent Themes

The guaranteed degree process is rigorous
The articulation process is not clear to all students
Students misunderstand the articulation agreement and the MOU, it is not the same
In the MOU HBCUs can still evaluate their own programs
Students should be informed about the requirement of the associate degrees and the provisions of the MOU with HBCUs

Participant Beta's Response

Participant Beta's comments to interview question 11 mentioned the credit evaluation ensure students are on the correct track for transfer without taking unnecessary courses. In response to question 11, Beta said,

So, credit evaluations sometimes vary from campus to campus- from HBCU campus to HBCU campus, but they're all necessary for transfer. In part of the application is usually a part of the application process so that students know what, you know their academic standings means and what courses are accepted, how they are accepted. It's a process [REDACTED], kind of streamlining a little bit so in a way that students aren't retaking or taking unnecessary courses that they have already fulfilled those requirements. So, it can vary by campus. Some campus admission teams they're the ones reviewing the credit evaluation. It could be the Register the registers' office or the faculty and faculty advising team within that department that reviews the transcript that credit evaluation.

Researcher's Observation

Based on Beta's comments, the researcher determined that the participant understands that credit evaluations are essential to ensure students are not retaking or taking additional courses that are not required when transferring. Beta noted that the credit evaluation process varies from HBCU to HBCU.

Emergent Themes

Credit evaluations vary from campus to campus
The system is still streamlining the credit evaluation process so it varies by campus

Participant Gamma's Response

Participant Gamma's comments to interview question 11 focused CCC counselors do not advise or recommend students to attend HBCUs. In response to question 11, Gamma said,

<p>Okay, so credit evaluation. You know, with respect to the program, a lot of that has taken place ahead of time. That's why the program is so good. Because we've already figured out what credits will transfer, and so that's the importance of evaluation. But the other thing is that it's important for students to always keep their syllabus and things like that. Because even though credits will transfer sometimes, there are challenges when it's within a student's major. And so they have to show that that class is equivalent to the class that's offered at the other school so that they can get credit within their major.</p>
<p>Researcher's Observation Based on Gamma's comments, the researcher determined that the participant's understanding of credit evaluation according to the program has occurred ahead of time. Gamma stated it is important for students to keep the course syllabus in case of a challenge with a course when transferring into a particular major this allows the institution to see if the course is equivalent.</p>
<p>Emergent Themes The credit evaluation process is still being examined It is important for students to keep their syllabi and other important documentation to ensure that they receive accurate transfer credit</p>
<p>Participant Delta's Response Participant Delta's comments to interview question 11 stated credit evaluations are conducted by the department in which the student is transferring. In response to question 11, Delta said, "Yeah, we'll go back to the departments or whatever. Whatever they tend to major in, it will be evaluated by that department."</p>
<p>Researcher's Observation Based on Delta's comments, the researcher determined that the participants understanding credit evaluations are handled within the department the student is transferring.</p>
<p>Emergent Themes The departments should be involved in the transfer credit evaluation process At this institution credit evaluation is conducted by the transferring department</p>
<p>Participant Epsilon's Response Participant Epsilon's comments to interview question 11 focused implement a training process for transfer counselors to assist with reviewing potential students' transcripts at recruiting events. In response to question 11, Epsilon said, Well, credit evaluations are done by the deans of the school. And I don't have a lot of information about how that looks. But what what we are beginning to do here is Artesian College is we are beginning to look at training our transfer counselors who go out and recruit to have a general overview and sense of the credit evaluation process. So, that when they're out in the field, and you're talking to students who are potentially interested in Artesian College, they would be able to look at their transcript and just give them a kind of overall picture even before the Dean does so. We realize the value of that student kind of knowing on the spot the possibilities of what their credits will, credits might be, if they decide to transfer to our institution.</p>
<p>Researcher's Observation Based on Epsilon's comments, the researcher determined that the participants understanding of credit evaluations are done by the dean of schools. Epsilon stated that the institution is beginning to train transfer counselors on the credit evaluation process by reviewing the</p>

transcript so when recruiting students in the field the student will have a better understanding of what credits will transfer.

Emergent Themes

There should be training of the counselors on the transfer credit process

Students should be informed on the spot about their transfer credits

At this institution credit evaluation is conducted by the deans

Participant Zeta's Response

Participant Zeta's comments to interview question 11 focused on the formal process for credit evaluation by reviewing several of the student's transcripts to determine what credits will transfer. In response to question 11, Zeta said,

Like transcript evaluations on behalf of the HBCUs or in general, in general. So, like how they function at our campus is that they there's a pretty formal process that Admissions and Records, spearheads. And so students would submit their transcripts from other colleges to our Admissions Office, the Admissions Office would then have a person look over it course, by course, and evaluate, you know, the applicability of that course. And if it's transferable or deemed equivalent to one of ours for purposes of GE satisfaction, or, you know, major, or certificate satisfaction. And then they can meet with a counselor after that point to discuss what the results of the evaluation were to help plan for transfer to earn the certificate or degree that they like. So, it's usually a couple steps for our students. I know at other community colleges, it may be more straightforward, where they just bring their transcript unofficial or whatever to like any counselor, and then the counselor just kind of says, oh, this looks good. And we'll give you credit for it. And that's that. But it's, it's not like that here because I guess we've had too many inconsistencies over the years prior to me coming here, so they've really formalized the process to say it has to go through Admissions and Records, they have to look at it with this amount of lead time to give them time to turn it around and put it on paper that these are how many units are going to be awarded at Grand Community College. These are the classes that will satisfy this area and it's very clearly marked out which areas it satisfies and all that so that there's no guessing and it's you know, if a different counselor gets if its unique to different counselors the results will be the same. So, like I said, that's for the our community college. It is tricky though, when we're talking about transferring, as you might know, you know, the evaluation just applies to Grand Community College certificates and degrees, like our [REDACTED], which is the GE, the biggest GE pattern for transfer, but as far as, like major satisfaction at a particular university, you know, we're not that university, so we can't make that determination. But there are ways that we can try to get a preview of that, like, we can try to tell a student like I think this should work at a UC or at a university-based on how it's translated here, it looks eligible for, it looks equivalent to our class that we offer here, in which case, then we can pretty confidently say that it should also be equivalent to this transfer course, at UC or at this, you know, other university. Because we if we have articulation with them.

Researcher's Observation

Based on Zeta's comments, the researcher determined that the participant's understanding of credit evaluations is spearheaded by the Admissions and Records staff after receiving the student's transcripts. Once those transcripts are received, it is evaluated to determine which courses are equivalent to a major, GE, certificate, or degree. Zeta noted that once that is

<p>completed, the student meets with the counselor to understand what credits will transfer. Also, Zeta mentioned that if the student is transferring to another institution, the credit evaluation must be conducted there.</p>
<p>Emergent Themes The admissions office receiving the students transcript should be responsible for the evaluation for transfer credits The articulation process is still being evaluated Students should meet with a counselor to understand what credits would transfer to a HBCU</p>
<p>Participant Eta's Response Participant Eta's comments to interview question 11 noted two evaluators review the students file once the graduation petition has been completed. In response to question 11, Eta said, Oh, um, well, we have two evaluators, and when a student that files the petition for graduation, the evaluators go through and evaluate if they've met the graduation requirements for the degree they're pursuing at Woodmont Community College.</p>
<p>Researcher's Observation Based on Eta's comments, the researcher determined that the participants' understating of credit evaluation was conducted by one or two evaluators when the student petitioned for graduation. Eta also noted that once the credit is evaluated, it is determined if the student meets the requirements for graduation.</p>
<p>Emergent Themes Evaluators determine if students meet the graduation and transfer requirements</p>
<p>Participant Theta's Response Participant Theta's comments to interview question 11 focused CCC counselors do not advise or recommend students to attend HBCUs. In response to question 11, Theta said, Yeah, so, um, at Brackett Community College, our credits are evaluated through the Admissions and Records Office. And so, when a student applies to Brackett Community College, students should submit their official transcripts from other institutions that they've attended. Sometimes they don't, but if they do submit those, at this point, they are evaluating all transcripts that come into the college. They weren't always doing that. And so, the admissions office will compare records from other institutions to our catalog and see if any course credit can be offered for the classes. Or if not, if they're coming from regionally accredited institutions, they can give just unit credits to students, but at this point, it's a pretty seamless process where students can just submit transcripts and know that they're going to be reviewed.</p>
<p>Researcher's Observation Based on Theta's comments, the researcher determined that the participant's understanding of credit evaluations is that when a student submits an official transcript from another institution, the Admission and Records Office evaluates it. Theta noted that the evaluator would compare records and catalog to determine the course credits; if it's a regionally accredited institution, the process is seamless once the transcript is received.</p>
<p>Emergent Themes Credits are evaluated through the admissions and records office The admissions office conducts a seamless evaluation process of student records</p>
<p>Participant Iota's Response</p>

Participant Iota's comments to interview question 11 focused on the process of credit evaluation to determine what credits will transfer for credit. In response to question 11, Iota said,

Okay. So, for students who have an, I don't know if you're familiar with articulation or course articulation. We have an articulation officer at Madison Community College, and I think that's a similar way to break down to how other CCCs do it. So, if a student has taken a course at another institutions, another institution, what we do is we set up a meeting with them with a counselor, and they go over the unofficial transcript or the official transcript. If we have them on file. The official transcripts then need to be sent to our Admissions and Records Office, there are forms that get filled out during the process of that meeting it. Some of the courses are either applied to General Education depending on what course it is, or any degree requirements. And then we have our articulation officer go over the forms, and the description of the courses to see if they will articulate to meet those requirements on our end. And if the articulation officer is unsure, then ■ able to reach out to our programs on campus, so are the either the department chair and have them take a look at the course. And if there is more information that is needed from the student, the articulation officer or counselor might ask them for the syllabus of the course, just to see how it aligns with the what the course that we're trying to give them credit for locally. And that is our process at Madison Community College.

Researcher's Observation

Based on Iota's comments, the researcher determined that the participant's understanding of credit evaluations starts in the student meeting with a counselor to review the unofficial or official transcript. The Admissions and Records Office reviews the courses for credit to be applied to GE courses or if they meet a degree requirement. Iota mentioned that the articulation office also reviews courses to see if those courses' credits could be applied to another program. The student may submit additional information, including a syllabus, for further review.

Emergent Themes

Admissions and records office evaluates all student transcripts
The articulation officer reviews all of the transfer forms and articulation requirements
Counselors review the unofficial transcript for credit evaluation processes

Participant Kappa's Response

Participant Kappa's comments to interview question 11 focused on the design of the articulation between the HBCUs and CCC. In response to question 11, Kappa said,
Some of them, you know, some of these so by design curriculums with the HBCU and California Community Colleges Chancellor's Office the articulation that is set so they accept all credits regardless those that are a part of the curriculum agreement. Now there are those who are not and that becomes a challenge but it's kind of a fight for each one kind of justified and validated so you're going to Howard in the fall and justify or rationalize why each course of course that there was gonna be.

Researcher's Observation

Based on Kappa's comments, the researcher determined that the participant's understanding of credit evaluation was created by design with the articulation between the HBCU and the CCC to accept all credits as part of the curriculum agreement.

Emergent Themes

In the articulation agreement HBCU's agree to accept all credits that are a part of the curriculum agreement.

Emergent Themes for Interview Question 11

The intensive review and analysis of the participants' responses for interview question 11 identified 24 emergent themes covering the range of participants' responses. The list below presents the themes emerging from this analysis.

1. The guaranteed degree process is rigorous
2. The articulation process is not clear to all students
3. Students misunderstand the articulation agreement and the MOU; it is not the same
4. In the MOU, HBCUs can still evaluate their own programs
5. Students should be informed about the requirement of associate degrees and the provisions of the MOU with HBCUs
6. Credit evaluations vary from campus to campus
7. The system is still streamlining the credit evaluation process so it varies by campus
8. The credit evaluation process is still being examined
9. It is important for students to keep their syllabi and other important documentation to ensure that they receive accurate transfer credit
10. The departments should be involved in the transfer credit evaluation process
11. At this institution credit evaluation is conducted by the transferring department
12. There should be training of the counselors on the transfer credit process
13. Students should be informed on the spot about their transfer credits
14. At this institution credit evaluations is conducted by the deans
15. The admissions office receiving the students' transcript should be responsible for the evaluation for transfer credits

16. The articulation process is still being evaluated
17. Students should meet with a counselor to understand what credits would transfer to a HBCU
18. Evaluators determine if students meet the graduation and transfer requirements
19. Credits are evaluated through the admissions and records office
20. The admissions office conducts a seamless evaluation process of student records
21. Admissions and records office evaluates all student transcripts
22. The articulation officer reviews all of the transfer forms and articulation requirements
23. Counselors review the unofficial transcript for credit evaluation processes
24. In the articulation agreement HBCU's agree to accept all credits that are a part of the curriculum agreement.

Key Themes for Interview Question 11

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. There were no key themes identified through analysis of participants' responses to interview question 11.

Participants' Responses to Interview Question 12

This section is organized to show the summary of participants' responses to interview question three and the researcher's observations about the participants' responses, emergent themes, and key themes. Appendix Table G.12. presents the participants' responses, the researcher's observation, and emergent themes for interview question 12.

Appendix Table G.12. Participant’s Responses, Researcher’s Observations, and Emergent Themes to Interview Question 12

<p>Q12. Tell me about marketing tools at your institution.</p>
<p>Participant Alpha’s Response Participant Alpha’s comments to interview question 12 focused on various marketing tools at the institution and how important is the website. In response to question 12, Alpha said, For the project, we use a variety of marketing tools, we have collateral that's print materials, we have brochures that we've, [REDACTED], and those brochures go to each one of our community colleges. And [REDACTED] typically send those out so that, of course, they can have them in [REDACTED] transfer centers, in their counseling centers. So, that that students when they, of course, are on those in those offices, they can provide that that information to to those students. We also use, of course, social media. That's big piece for us because we know that young people are connected to social media. So, we do we use that as part of our marketing piece. We also do do our outreach, our caravan. So, kind of I call it our road trips, so to speak. That's another way that we definitely market our our program out to students. And now, of course, [REDACTED], [REDACTED], and [REDACTED] website. And of course, the website definitely is, is more than just a marketing tool. But but definitely helps us to market [REDACTED] at an at a way that we can reach hundreds of people, of course, by providing information or details on that website, that that allows us to, of course, support our students across in counselors, were anyone interested in [REDACTED] across the state</p>
<p>Researcher’s Observation Based on Alpha’s comments, the researcher determined that the participant’s understanding of the marketing tools include outreach, print materials, social media, mailings, and website.</p>
<p>Emergent Themes The project uses a variety of marketing tools and collateral. The project uses a variety of marketing strategies in their outreach activities The project has updated its website in order to expand its reach The project uses social media</p>
<p>Participant Beta’s Response Participant Beta’s comments to interview question 12 focused on the different forms of marketing tools that are used including pamphlets and brochures. In response to question 12, Beta said, So, the marketing that we've done. [REDACTED], so, you know the physical type of papers, pamphlets [REDACTED] different flyers. One is just like a fast fact sheet is a general info, just like a general info flyer, flyers on online programs, flyers on STEM programs, [REDACTED] general brochure that has information about the project and the pathway and how the requirements and the benefits and also a [REDACTED] is in there as well. And then also list the campuses that we are partnered with and has contact information for to like to learn about the project and transfer pathway. [REDACTED] website [REDACTED], so that's another way for, um, a big marketing tool. [REDACTED], [REDACTED] have to make sure that students have access to and counselors have access to the information. So, [REDACTED] a lot of info and resources on there, [REDACTED]</p>

power points that folks that download, [REDACTED].

We use social media a lot to connect with the community college campuses to make sure they have the information and are aware of the different events and opportunities that we have, as well as what we have with a partner HBCU. So, It helps to connect with the community colleges, the Umoja Programs, The A²MEND Program, the Puente Program, the black and students at HBCUs.

P-u-e-n-t-e- that's a program similar to the Umoja, but it's more so focused [REDACTED] students. [REDACTED] workshops and presentations with them as well. Another great way to connect with the students literally/ individually we kind of advertise the different events that we have happening that week, different scholarship opportunities, in different opportunities at the HBCUs. What else? [REDACTED], so that gives us additional like marketing and visibility, so for the Umoja conference and the A²MEND conference, [REDACTED].

[REDACTED], so that it's another way that we kind consider ourselves marketing in a sense to spread the awareness [REDACTED]. [REDACTED] the partnered HBCUs to also share, um, have somewhere on their website, information about this project. So that when, because sometimes students go directly to the website, the HBCU website, and kind of not even or either know this transfer pathway exist or kind of like skip over us.

Um, [REDACTED], [REDACTED] that students have our information as well. And I think that kind of covers our marketing we participate in different like community events and organizations as well. [REDACTED], but it's still connecting with students

Researcher's Observation

Based on Beta's comments, the researcher determined that the participants' understanding of marketing tools is to ensure that the program information is shared with the campuses. Beta stated that several flyers consisting of a fast fact sheet, flyers for online programs, STEM programs, and pathways are important and that the counselors can access the information. Beta also stated that social media, pamphlets, downloadable PowerPoint, testimonies videos of students, and conducting presentations and workshops with Puente, Umoja, and A²MEND are also used. Beta noted additional marketing opportunities include the website, attending and sponsoring different conferences.

Emergent Themes

Marketing information about the project and pathways
The marketing information identifies a list of the campus and its partners.
The system conducts workshops and presentations about the program
The project sponsors different conferences for special populations.
The project has a special logo that is on the website so students have both our information and campus information
The staff speaks at different groups at CCC

Participant Gamma's Response

Participant Gamma's comments to interview question 12 mentioned the marketing tools are provide to counselors. In response to question 12, Gamma said,
Okay, so I'm with the, um, with the California Community College Transfer Agreement program. And so, [REDACTED]. So, the marketing materials

<p>that we use are things that we can provide to counselors, and we also can provide to students and, and some of our marketing also takes place via social media.</p>
<p>Researcher's Observation Based on Gamma's comments, the researcher determined that the participants' understanding of marketing tools are provided to counselors and students via social media.</p>
<p>Emergent Themes The campus uses our own marketing materials and the materials affiliated with the transfer agreement program</p>
<p>Participant Delta's Response Participant Delta's comments to interview question 12 noted the marketing tools are provided to CCC for students. In response to question 12, Delta said, <p style="padding-left: 40px;">Yes, it's like I can answer, but I can't because marketing is not really my field. However, we do try to keep ourselves relevant and provide, we provide the California institutions with some type of materials. Rather it's a pendant; it's handouts and things of that nature. So, students who hardly have even the slightest of interest they have something that they can, you know, use to do a little research before contacting us, to actually go through the process.</p> </p>
<p>Researcher's Observation Based on Delta's comments, the researcher determined that the participants understanding of marketing tools are to provide some form of marketing materials to include pennants and handouts to the institution.</p>
<p>Emergent Themes We share the marketing materials with counselors and our students We share marketing information with students such as brochures</p>
<p>Participant Epsilon's Response Participant Epsilon's comments to interview question 12 mentioned the relationship a community college where the institution uses a visual booth as a marketing tool. In response to question 12, Epsilon said, <p style="padding-left: 40px;">Well, so we have let's see, we first have a communication system that is a part of our data, our application system, that kind of does a lot of the I would say the electronic work. And that meaning, we classify the students as transfers, and specific messages go out to that student, particularly about you know, receiving their transcripts connecting to them to the departments to the dean's, and so that message system is a kind of an automated system. However, again, our transfer, our transfer coordinators are the people who make the personal connection with the student. Um, we also realize that, again, transfer students may not necessary are not necessarily a traditional students. And so, we do other types of media promotions around the conveniences that we offer here is Artesian College. Perhaps some transfer students may want to transfer into the online program to complete the rest of the degree, degree online. So, we do a heavy marketing around the online option. We also look at all other course areas of social media to put information out to transfer students. And also, of course, visual, visual information being put out from the institution at, let's say, the community colleges. We have permanent booths set up at some of the community colleges, such that there's always some representation of the institution at these other community colleges.</p> </p>
<p>Researcher's Observation</p>

<p>Based on Epsilon's comments, the researcher determined that the participants' understanding of marketing tools is handled through various channels at the institution, from a virtual communication system, transfer coordinators, online, and booths at community colleges.</p>
<p>Emergent Themes We classify interested students as transfer students and provide particular information to them We provide information to the academic deans To reach nontraditional students, we do other types of promotions around the convenience of those students We do online marketing to students We have permanent booths at some of our CCCs</p>
<p>Participant Zeta's Response Participant Zeta's comments to interview question 12 identified the website as a driver in marketing. In response to question 12, Zeta said, We have like, again, our website is probably our main constant driver, because it's just always live and available. Whenever we can get representatives from the HBCUs, or the statewide coordinators to come and do webinars, which they have been doing, they've been like hosting, they've been trying to organize like monthly events or, you know, a month what monthly calendar of HBCU specific events. So, we'll publicize that on our events page. And then try to connect that with like our Umoja cohorts or, you know, our students. Yeah, so, so, anyways, that we can connect them to students, is what we'll try to do, whether that's, you know, bring it to like the Pan African Union, we haven't, you know, some student groups to where maybe we might assume that they would be interested in an HBCU. So, you know, marketing events to students just directly through student groups, or learning communities. [REDACTED]. There's also a campus wide newsletter that goes out. And so what, you know, when it's a big event, like the transfer the HBCU fair, that we were hosting, we put it out to everybody, like we were just all the time every day, it felt like, you know, banners all around campus, like these big big banners in the cafeteria and like in the main areas of campus, so people would know about it ahead of time and then email spamming, and sometimes flyer-ing or sending mailers to the house to houses if if it was like a big opportunity like the flyout events.</p>
<p>Researcher's Observation Based on Zeta's comments, the researcher determined that the participants' understanding of one of the major marketing tools at the institution is the website to publicize events. Zeta also mentioned HBCU representatives and state coordinators conducting webinars, connecting with organizations, marketing events through student groups and email spamming, the HBCU fair, and the campus-wide newsletter.</p>
<p>Emergent Themes The website is a driver in marketing We publicize transfer information on our events page We have a campus wide newsletter that goes out We participate in the HBCU transfer fairs</p>
<p>Participant Eta's Response Participant Eta's comments to interview question 12 mentioned the budget for marketing is \$350,000. In response to question 12, Eta said,</p>

So, our marketing budget overall for Woodmont Community College has increased significantly, significantly since I got here. I would say our average budgets about \$350,000. We do focused outreach for general college enrollment. We do program-specific outreach. We do social media, postcards, website. We mail letters to the students; we do calling campaigns. We've invested significantly in videos so like YouTube, and shorter videos, and enrollment and recruitment videos, not only again for general enrollment, but for program-specific enrollment. And yeah, I think that's a good summary.

Researcher's Observation
Based on Eta's comments, the researcher determined that the participant's understanding of the marketing tools used focused on outreach for enrollment, social media, postcards, and website. Eta also mentioned the use of calling campaigns, mailing letters, and YouTube videos for recruitment and enrollment.

Emergent Themes
The college has a marketing budget of \$350,000
We conduct program specific outreach
We have invested significantly in videos to promote enrollment and recruitment like YouTube and short campaigns

Participant Theta's Response
Participant Theta's comments to interview question 12 mentioned social media is used more than any other form for marketing. In response to question 12, Theta said,
Yeah, um, it's, I don't want to say it's a weakness of ours, but it's definitely not our best strength. Um, well, what am I trying to say? We don't have an in-house team of marketing. [REDACTED] that does all of our marketing for us. And so it's it's a pretty small team that does it. And and so because we have to kind of outsource everything it can be, it's becoming more challenging to get information posted because there's no like a form you have to fill out and a, you know, a certain time they need for announcements to go out. But when they do are able to take requests, they typically do it through Facebook, Twitter, and Instagram. They also manage the website and the calendars on the website. And so those tend to be our, our, you know, specific marketing materials. When we're on campus, there are flyers around campus for events. [REDACTED]. And [REDACTED] transfer center, website, and social media as well. But as far as like direct contact, like email, you know, posting on like Canvas and things like that, that doesn't always happen. And so, it tends to be the social media more than anything else.

Researcher's Observation
Based on Theta's comments, the researcher determined that the participants' understanding of the marketing tools used includes Canvas, Twitter, Facebook, a website, flyers, and an online calendar. Theta also noted that the marketing is limited because it is outsourced.

Emergent Themes
We do not have an in-house team for marketing.
We work with a company to do all of the marketing for the campus
A challenge to get things published because of the outsourcing
The company manages the website and the calendar

Participant Iota's Response

Participant Iota's comments to interview question 12 mentioned transitioning during COVID the use of Grad Guru as a marketing tool. In response to question 12 Iota said,

So, what we do, especially with a transition that has happened to the COVID, we had what was called a Grad Guru, and that is a specific app that blasts out information about different programs or dates and deadlines that the campus has set. So, we utilize one of those tools in terms of marketing and outreach. For transfer services or for other support services on campus. We have started utilizing Instagram as a social media platform to reach our students just because I know that if there is no online presence when it comes to services, or just it's just a better way of reaching students nowadays. I've heard a couple of students say if you're not online, if you don't have an online presence, do you even exist. So, I think it's really important for us to put in, put that information and make that time to make sure that we have an online presence. We do have a transfer webpage that is being updated currently to reflect more sort of information about the services that we provide. And then our support services and other programs utilize a similar platform, we also have what is called a Canvas page or a Canvas shell. And that is used mostly for the academic side of the town. But I know that transfer services and transfer centers across California have started utilizing and putting shows together. And that sort of allows them to keep track of a cohort of students and blasts out any transfer-related information through that. I'm in the works sorry, for making that for Madison Community College. So we don't have that launched yet. But it's definitely a great tool that I feel like we could utilize.

Researcher's Observation

Based on Iota's comments, the researcher determined that the participants' understanding of marketing tools indicated that it was important to transition to using various method to communicate information such the Grad Guru app, Instagram, and Canvas. Iota also stated marketing tools are also used for student services, outreach, and transfer services.

Emergent Themes

A transition to a new marketing tool was used during COVID
Social media was also used
The university has a transfer webpage

Participant Kappa's Response

Participant Kappa's comments to interview question 12 mentioned transitioning during COVID the use of Grad Guru as a marketing tool. In response to question 12 Kappa said,
Yeah, not really visible I mean I was the coordinator I had to take my materials to put in the Transfer Centers to make visible HBCUs as an option, right. But more often than not they aren't visible, a person has to come in and make it visible like I would have pennants that HBCUs, I would get from them, you know, put them all over the Transfer Centers you would see these pennants from UC/ CSU you would now see pennants from HBCUs. And I would decorate our Transfer Centers. We can eventually make sure actually make marketing more visible within our Transfer Centers. But you typically have to have someone Black in that role. Someone that's conscious or woke enough to HBCUs as a resource to do that.

Researcher's Observation

Based on Kappa's comments, the researcher determined that the participants' understanding of marketing tools used were self-produced to be placed in the transfer center.

Emergent Themes

They placed HBCU materials in the transfer center, yet it is not very visible
The participant believes there may need to be a black person in the transfer center to properly promote HBCUs

Emergent Themes for Interview Question 12

The intensive review and analysis of the participants' responses for interview question 12 identified 34 emergent themes covering the range of participant's responses. The emergent themes from this analysis are presented in the list below.

1. The project uses a variety of marketing tools and collateral.
2. The project uses a variety of marketing strategies in their outreach activities
3. The project has updated its website in order to expand its reach
4. The project uses social media
5. Marketing information about the project and pathways
6. The marketing information identifies a list of the campus and its partners.
7. The system conducts workshops and presentations about the program
8. The project sponsors different conferences for special populations.
9. The project has a special logo that is on the website so students have both our information and campus information
10. The staff speaks at different groups at CCC
11. The campus uses our own marketing materials and the materials affiliated with the transfer agreement program
12. We share the marketing materials with counselors and our students
13. We share marketing information with students such as brochures
14. We classify interested students as transfer students and provide particular information to them
15. We provide information to the academic deans

16. To reach nontraditional students, we do other types of promotions around the convenience of those students
17. We do online marketing to students
18. We have permanent booths at some of our CCCs
19. The website is a driver in marketing
20. We publicize transfer information on our events page
21. We have a campus wide newsletter that goes out
22. We participate in the HBCU transfer fairs
23. The college has a marketing budget of \$350,000
24. We conduct program specific outreach
25. We have invested significantly in videos to promote enrollment and recruitment like YouTube and short campaigns
26. We do not have an in-house team for marketing.
27. We work with a company to do all of the marketing for the campus
28. A challenge to get things published because of the outsourcing
29. The company manages the website and the calendar
30. A transition to a new marketing tool was used during COVID
31. Social media was also used
32. The university has a transfer webpage
33. They placed HBCU materials in the transfer center, yet it is not very visible
34. The participant believes there may need to be a black person in the transfer center to properly promote HBCUs

Key Themes for Interview Question 12

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. The statement below represents the key themes revealed through this analysis for interview question 12.

The marketing tools used at participating institutions included online marketing through websites and social media/ YouTube.

Participants' Responses to Interview Question 13

This section is organized to show the summary of participants' responses to interview question three and the researcher's observations about the participants' responses, emergent themes, and key themes. Appendix Table G.13. presents the participants' responses, the researcher's observation, and emergent themes for interview question 13.

Appendix Table G.13. Participants' Responses, Researcher's Observations, and Emergent Themes to Interview Question 13

<p>Q13. Tell me about services provided to students, especially low and moderate-income transfer students.</p>
<p>Participant Alpha's Response</p> <p>Participant Alpha's comments to interview question 13 focused on how the agreement is not designed to provide additional services for low and moderate-income students. In response to question 13, Alpha said,</p> <p>Well, I think the services that this project provides us for everyone, they're not specific to low and moderate-income students. We don't really are our responsibility is not to necessarily do anything different for that group. [REDACTED] provide information on financial aid, preparing for transfer as a reload, you know, as part of relocating leaving California. So, we do a number of preparation workshops, webinars that hopefully educate our students, particularly those who are, you know, financially challenged. We do a workshop that really is focused on how do we help them to facilitate the things that are right underneath their nose oftentimes. [REDACTED]</p> <p>And so, we look at all components, how to research and how to find scholarships, how-to, you know, what's, what's the advantages and disadvantages of student loans. So, we look at all of those components so that really our students are more informed, they can make better decisions. And oftentimes, in those in those workshops, [REDACTED]</p>

██████████, which is often very different for California Community College students, most students attending our system. They don't they don't really use loans, student loans. We have something called a California Promise, which allows them to attend most of our campuses for our loan for low-income students attend our schools for free. So, they're not really engaged in ██████████ whoa, idea of financial aid and how it works. So, ██████████ workshop so that they can be be be better prepared. So how do you sign off on, you know, how do you acknowledge and accept your financial aid award package? If there's something in there that you don't see or that you think you're entitled to? How do you challenge it? How do you contact someone? So, we do a lot of educating of our students, our particularly our low-income students, because often they're the First GEN's right there. They're not they don't have the the the knowledge and the experience, and they, unfortunately, may not have anyone in their family. And so, we feel responsible for making sure that they have those tools and that knowledge, to be able to facilitate that, even before they get there. We want to have that conversation with them before they even leave California and arrive on that campus and feel like they are empowered, right? Because often, if you don't feel empowered, you feel like a victim. And you just take whatever someone gives you, you just kind of, you know, you just kind of deal with it. Well, we don't want them to feel that way. ██████████
██████████. So, that if something's not the way they think it should be, it's okay. You can say I'm sorry, I'm not clear on this, or I'm sorry, this doesn't seem right. Can you help me understand this? ██████████ workshops, really trying to empower students, particularly our low-income students.

Researcher's Observation

Based on Alpha's comments, the researcher acknowledged that this participant is aware that the agreement is not designed to provide additional services for low and moderate-income students. The information shared includes details on financial aid, advantages and disadvantages of loans, scholarships, transferring, and relocating via workshops and webinars. Alpha noted that CCC students tend not to use loans due to the California Promise program, which allows students to attend most campuses for free. The workshops allow students to be better prepared and empowered when transferring to speak up for themselves and not take anything less without questions.

Emergent Themes: Empower students with workshops and services

Participant Beta's Response

Participant Beta's comments to interview question 13 focused on how the agreement is not designed to provide additional services for low and moderate-income students. In response to question 13, Beta said,

Um, so we don't. ██████████, we don't have specific services for specifically for those students. We understand that most of our students kind of fall in that category. So we more so kind of tailor it in that way in the sense of from the perspective. That we assume, most students are First GEN, might not be fully aware the college-going process and not assuming that they know the steps in what to do and how to do it. From the community college side, there are a variety of different programs at the campuses, such as EOPS even TRIO, and those are specifically targeted to low-income students. They offer like help and support for like book vouchers; some have a lot of campuses now are having like different food pantries and food grocery giveaways and

things like that um those different types of resources. Some are growing in the sense of clothing closets for like professional attire.

It's a program at all of the campuses. So, they are it's specifically for low-income students. But it's really tailored to help low-income students, first-generation college students. They tend to support with book vouchers; they typically have a counselor to help that group of students with getting classes and understanding that process of. They sometimes have transportation vouchers, gas cards, sometimes these services are beyond just the EOPS office. But some campuses will have those services and resources for our and open kind of campus-wide for any student in need. So, a lot of campuses have had like food pantries, where students can come in to shop if you will but not like actually pay and pick up the food and toiletries that they may need. What else? Those are the programs that I can think of specifically.

Researcher's Observation

Based on Beta's comments, the researcher acknowledged that this participant is aware that the agreement is not designed to provide additional services for low and moderate-income students, even though most students are in this category. On the community college side most of the students are First GEN. There are resources and different programs for low-income students available such as TRIO, EOPS, obtaining book voucher's, food pantries, gas cards, transportation, grocery giveaways, and the expansion of the need for professional attire with clothing closets. A form of these programs is available each at campus to assist low-income student and any other student in need.

Emergent Themes: There is no specific services to assist transfer students
Each campus provides support services based on available resources

Participant Gamma's Response

Participant Gamma's comments to interview question focused on the limited resources provided to low income or moderate income students. In response to question 13, Gamma said,

Well, there aren't enough. You know, we provide services to all of our students, you know, [REDACTED] in terms of resources and things, those are things that we're working on for the future because resources is a major barrier, transfer for students. And so, there are limited resources. But also, students, one of the workshops that I do for students is [REDACTED]. And so, with that, if students start early enough, is oftentimes, they're oftentimes able to secure funds through a variety of sources. We have scholarships every year that, [REDACTED]. And so, students have to learn how to do that because funding is out there, money is out there. You have to learn how to access it. And you have to treat it like a job. I tell students, you know, set aside a certain amount of time every week just to look for scholarships.

Researcher's Observation

Based on Gamma's comments, the researcher acknowledged that this participant is aware of the limited resources provided for low and moderate-income students precisely and noted that the services are for all students. Students are aware of how to fund your HBCU education through workshops, scholarships, and accessing tools as if it is a job and set aside time to allow for research.

Emergent Themes

We provide support services for all students
No specific services provided for low income or moderate income students

<p>There are specialized programs for low income students on campus that provide support services</p>
<p>Participant Delta's Response Participant Delta's comments to interview question focused on scholarships that may be available. In response to question 13, Delta said, So, that would be a question for financial aid. I kind of stay in my lane. When it comes to those things, however, I do refer them to [REDACTED] or different scholarship opportunities. And then also, you know, share information about the Thurgood Marshall Scholarship Fund on which we've worked directly with them to look for opportunities and even for students who are left-handed.</p>
<p>Researcher's Observation Based on Delta's comments, the researcher acknowledges that this participant refers students to financial aid for scholarship opportunities and to learn about the Thurgood Marshall Scholarship Fund.</p>
<p>Emergent Themes The institution provides information on financial aid to all students</p>
<p>Participant Epsilon's Response Participant Epsilon's comments to interview question focused on scholarships opportunities. In response to question 13, Epsilon said, Well, I think one of the first things that comes to mind is the affordability of their education when they transfer and so we do all of our undergraduate degree. All of our undergraduate scholarship opportunities are also available for the transfer students. So we have a scholarship coordinator who specifically works with our student population for for helping students to secure scholarships and fund additional funds for those students. We also because we are an HBCU and a good we are an HBCU and [REDACTED] United Negro College Fund, we really we heavily pushed students to apply for those scholarship funds. Because we know that a lot of those are geared towards first generation low income, moderate income students. And so there's a really heavy push on our campus. For students to apply for those funds. We have a, a student represent a representative, if you will, Miss UNCF, who really kind of takes as part of her platform to inform other students about the importance of applying for those funds, and she makes that part of her work during her reign during the year.</p>
<p>Researcher's Observation Based on Epsilon's comments, the researcher acknowledges that this participant understands that transfer students can seek the same scholarships as current students. The scholarship coordinator assists students in securing UNCF scholarships and identifying additional scholarships and funds to pay for tuition. Epsilon noted the push for students on campus to apply for the UNCF scholarships because many are First GEN, low and moderate-income. For example, Epsilon stated that Miss UNCF uses her platform to inform students of scholarship opportunities.</p>
<p>Emergent Themes Undergraduate scholarship opportunities are made available to all transfer students Students are encouraged to apply to UNCF scholarships</p>
<p>Participant Zeta's Response</p>

Participant Zeta's comments to interview question focused on services that are available to students including childcare, food pantry, and other resources. In response to question 13, Zeta said,

Um, so I would say, you know, we have a couple of things, mostly organized through like our financial aid office. So, they've got they've got a, you know, we have this new program called FT3, that is First-Time, Full-Time, Free Tuition. So, students who are full-time 12 units or more for the fall and spring semesters who are new to the campus or new to community colleges, they're eligible to get a tuition reimbursement 100% At the end of the semester, once they perform with a certain satisfactory GPA, and completion of units. And so, see, that's a big win. It's not it's not even just for low-income students, it's for anybody, you don't even have to be considered low-income. So, that's been a big benefit, obviously, for low-income students, but pretty much anybody. And then let's see provide your students for low and moderate-income, then obviously, we have our financial aid office who can help connect students and help them complete the FAFSA forms. And any other, you know, Cal Grant Aid, you know, find out connect them to resources and screen for our eligibility, federal or state. They also have an EOPS program on our campus that is earmarked for students who are low-income, and or first-generation college students to connect them with helpful resources and like, you know, more dedicated counselors and invite advisor like a smaller ratio, like a specific counselor that they can go to for, for questions instead of general counselor who serves everybody. And they do special workshops for students on transfer, and just about college success. Our CalWORKs program on campus is for students who receive county cash aid, usually parents, student parents, and they have like lots of resources, whether it's book vouchers, bus tickets for public transportation, you know, and then, like dedicated tutoring, EOPS also has dedicated tutoring. So, they're located in the same area on campus. So, EOPS and CalWORKs, they function out of the same office, and there's a lot of crossover. And then school supplies, they'll provide school supplies at the beginning of the term. [REDACTED]. And so it's a very small limited number of spaces. But it's operated through our Early Childhood ED program. And so, you know, if they're, if their hours coincide, if their school class hours coincide with the ECE program, open times, which is like, you know, eight, something to like two o'clock or something in the afternoon, then they can drop their kids off on campus. Once they're enrolled, [REDACTED] get a spot because it's pretty competitive. But students do have priority like those students who have priority for those spaces. [REDACTED]

[REDACTED] They provide really good care and education to the students there. And it was just so convenient because it was on campus. And it was very low cost. So compared to like the rates for other daycares. And preschools, so hence the competitiveness. So, we also have a scholarships office that helps with students digging up and, you know, applying in a streamlined manner to many scholarships, whether it's Grand Community College specific or community regional scholarships, as well. We have a basic needs team, that talk that has brought a food bank to our campus. So, we actually have a new food bank center, I think I want to say it started maybe about two years ago, where students can drop in on certain days and get, you know, groceries, usually dry goods, nonperishables, but some fruits and vegetables to on campus. And what else? Yeah, I would say, the basic needs team, you know, though

they also assist students, if we find out like when a student tells us that they're homeless, or that, you know, they're between living situations, and they need help with finding resources for basic needs, such as that weather and also mental health, and medical, medical health needs as well. So, we have this new timely MD contract where students can get mental and medical one on one appointments scheduled with a physician or mental health clinician, at least virtually or on the phone for free, just just by being a Grand Community College student. So, it's probably in the next best thing to having an on campus Medical Center, which we don't. But we do have on campus, mental health clinicians, at least graduate level [REDACTED] trainees who provide our free hours of services for our students who are in need of any mental health. You know, I think they'll get up to six free sessions with through that service, and then they'll connect them with additional community resources after that point if it's needed.

Researcher's Observation

Based on Zeta's comments, the researcher determined that the participant's understanding of services provided to students, especially low and moderate-income students, is resourceful, and support will be provided to assist the student. Zeta mentioned that the financial aid office organizes programs, including the FT3, which is open to all students and assists students in completing the FAFSA. Zeta noted programs for low- and moderate-income transfer students are EOPS, CalWORKs, Cal Grant Aid, on campus childcare center, bus tickets, book vouchers, and tutoring. Zeta also informed of the basic need that provides food security for having a food bank on campus.

Emergent Themes

Students are provided FA workshops to assist with the FAFSA application
Students are encouraged to apply for grants and scholarships
The institution provides a wide range of support services for low income students

Participant Eta's Response

Participant Eta's comments to interview question focused on programs that are available through CalWORKs, Umoja, and Puente. In response to question 13, Eta said,
So, we have a number of students services available at Woodmont Community College. We have the typical state-funded programs like EOPS; CalWORKs have a Umoja, which is the, you know, learning community for Black and African American students. We have Puente, which is similar for Hispanic students. We are also the recipient of a pilot program [REDACTED]. So, we have a [REDACTED] grant every year for the next five years that we support our students with [REDACTED] and services. We have a food pantry on campus. We give our students loaner laptops; if they don't have laptops, we've also, with our promise program, negotiated laptops for them to keep as well as a hotspot for the year, students get scholarships for transfer. So, as they get closer to transfer, they'll be able to be eligible to receive money through donors that we've secured. And then we are also working on book stipends. So, some of the programs have book stipends. And we've just negotiated that for promises well. Of course, we, you know, have general support like admissions office, our financial aid office, health services. And then we do partner with outside entities as well. Such as nonprofit organizations that are able to better help, better serve, or things like family counseling, mental health support, reunification efforts, things like that. And then, we are working currently on opening up a Family Resource Center on the campus and also a justice impacted center on campus, both of

those student populations. Oh, one more thing, and we do. We have negotiated discounted bus passes for our students as well with the Metro.

Researcher’s Observation

Based on Eta’s comments, the researcher determined that the participants understanding of services provided to students low- and moderate-income transfer students include EPOS, CalWORKs, Umoja, Puente, homeless services, scholarships, book stipends, and food pantry. Eta also mentioned partnerships with nonprofit agencies to provide family counseling, reunification efforts, mental health support. Eta stated students may have the opportunity to obtain a laptop computer on loan and hotspot.

Emergent Themes

- They have a number of student support service programs at the institution
- The institution received a grant to provide help to students
- The institution has partnerships with nonprofit organizations to help students
- The institution Is opening up a family resource center
- The institution provides assistance with transportation

Participant Theta’s Response

Participant Theta’s comments to interview question 13 focused on programs that are available including EOPS, and CalWORKs. In response to question 13, Theta said,

Sure, and so on our campuses, and like, I think any of the other community colleges or the California Community College campuses, we have our EOPS programs, which is the Educational Opportunity Program and Services. And that serves, you know, low-income students and gives them a support program to help them as they're continuing, you know, in their time at Brackett Community College, where they're meeting with counselors. There's some financial benefits that come with that. There's also the CalWORKs program, which has a counselor assigned to it for students that are receiving public assistance. There's other programs that are purely student support focus, like Puente, and we used to have other programs as well, but some of them have been shut down. Because of the pandemic. You know, they got, we had budget cuts. And so those are the main ones on our campus right now that I can think of that are operating and have, you know, counselors assigned to them for student success.

Researcher’s Observation

Based on Theta comments, the researcher determined that the participants understanding of services that may be provided to low-income transfer students included the EOPS program, CalWORKs, and Puente.

Emergent Themes

- The institution has several student support programs sponsored by the state of California
- Counselors are assigned to the support programs to provide guidance and direct the students

Participant Iota’s Response

Participant Iota’s comments to interview question 13 focused on national and local programs available to students. In response to question 13, Iota said,

I feel like those services are a little limited right now. [REDACTED]. At this point, we barely got a student worker. And we have a transfer counselor who is also in general counseling. So, we're a little limited when it comes to providing services, especially for low or moderate-income transfer students. I know that the Transfer Centers were created originally with that idea in mind. So, it's definitely something that we need to expand

on. But I feel like, in terms of addressing, the population that we serve at Madison Community College when we are conducting our workshops, again, we're just really mindful of reaching out to our empowerment programs, whether it is Trio SSS, or the extended opportunity programs and services, our Undocumented Student Program. And I feel like those programs specifically they either have an income level threshold that they used to admit students or accept students into the program. So we definitely have students from those program attend from those programs that attend, attending our workshops and benefiting from our student services. And again, we're trying to do a little more being a little more conscious and intentional when it comes to aligning our transfer services to our underserved student populations. We're trying to be more cognizant of that and make more sort of workshops when it comes to transfer information like, again, funding your education. What are some of the support services that the four-year institutions that you could take advantage of? And I feel like UCLA CCCP has been a tremendous support when it comes to that. They really empower students to sort of reach their goal, regardless of their circumstances. So, they're definitely great with connecting students to services at the two-year and the four-year level.

Researcher's Observation
 Based on Iota's comments, the researcher determined that the participants understanding of low- and moderate-income students are limited given the staff however there are programs to empower these populations to include TRIO, Undocumented Student program, workshops, and programs. Iota also mentioned the UCLA CCCP as a good resource at connecting students to services at the two-year and the four-year.

Emergent Themes
 Limited services in the transfer center
 The institution encourages students to take advantage of the state sponsored student service programs

Participant Kappa's Response
 Participant Kappa's comments to interview question 13 focused on the have the opportunity to receive book vouchers, former foster youth grants, and Wi Fi/ laptops. In response to question 13, Kappa said,
 We have financial aid, depending on your the financial aid bracket, book vouchers, DSS Student Support Services we have former foster youth grants, funds that will cover you know Wi Fi/ laptops. We pay for literally everything you know, there's funds a full incarcerated grant, just as for those students. If your meal cards, gas, cards, anything so there are a lot of supportive services.

Researcher's Observation
 Based on Kappa's comments the researcher determined that the participants understanding of the services provide is depended upon of the student's financial aid status, book vouchers, DSS Student Support Services and former foster youth grants. Kappa also mentioned funding for incarcerated students, laptops with Wi-Fi, meals, and gas cards.

Emergent Themes
 Students are eligible for financial aid programs provided by the federal government and the state
 There is a program for incarcerated students

Emergent Themes for Interview Question 13

The intensive review and analysis of the participants' responses for interview question 13 identified twenty emergent themes covering the range of participant's responses. The list below presents the themes emerging from this analysis.

1. Empower students with workshops and services
2. There is no specific services to assist transfer students
3. Each campus provides support services based on available resources
4. We provide support services for all students
5. No specific services provided for low income or moderate income students
6. there are specialized programs for low-income students on campus that provide support services
7. The institution provides information on financial aid to all students
8. Undergraduate scholarship opportunities are made available to all transfer students
9. Students are encouraged to apply to UNCF scholarships
10. Students are provided FA workshops to assist with the FAFSA application
11. Students are encouraged to apply for grants and scholarships
12. The institution provides a wide range of support services for low income students
13. They have a number of student support service programs at the institution
14. The institution received a grant to provide help to students
15. The institution has partnerships with nonprofit organizations to help students
16. The institution is opening up a family resource center
17. The institution provides assistance with transportation
18. The institution has several student support programs sponsored by the state of California

19. Counselors are assigned to the support programs to provide guidance and direction to the students
20. Limited services in the transfer center
21. The institution encourages students to take advantage of the state sponsored student service programs
22. Students are eligible for financial aid programs provided by the federal government. and the state
23. There is a program for incarcerated students

Key Themes for Interview Question 13

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. The statement below represents the key theme revealed through this analysis for interview question 13.

There was no specific financial assistance provided to students and students are eligible for assistance with financial aid.

Campus provide programs and services based on available resources.

Participants' Responses to Interview Question 14

This section is organized to show the summary of participants' responses to interview question three and the researcher's observations about the participants' responses, emergent themes, and key themes. Appendix Table G.14. presents the participants' responses, the researcher's observation, and emergent themes for interview question 14.

Appendix Table G.14. Participants’ Responses, Researcher’s Observations, and Emergent Themes to Interview Question 14

<p>Q14. Tell me about the financial process at your institution for transfer students</p>
<p>Participant Alpha’s Response Participant Alpha’s comments to interview question 14 focused on providing support for students completing the FASFA. In response to question 14, Alpha said, We’re so again, as, [REDACTED]. Again, [REDACTED] workshops and information. But really, that is what we encourage our students to do this, of course, work with those HBCUs directly. We do talk about the FASFA and making sure that they understand that it's important that it gets filled out on a timely matter so that hopefully they can be awarded scholarship dollars potentially at their, at their at, their future HBCU. But that only happens when they start off with the FASFA again, because our students here in California, a lot of them don't really engage in the full financial aid process, a lot of them are not familiar with completing a FASFA, they don't understand, you know, their, their families identified, you know, contribution, they don't understand all of those pieces. So, it's really important to help them to kind of understand how that process works, but we're not directly connected with it, we, you know, we can do our best to kind of inform them where they need to start. But we really don't do a lot of, of, of that area.</p>
<p>Researcher’s Observation Based on Alpha’s comments, the researcher determined that the participant’s understanding of the financial aid process is to encourage students to work with the HBCU in completing the FAFSA. Alpha also stated workshops available for students unfamiliar with completing the FAFSA, and the importance of completing it timely for scholarships are available.</p>
<p>Emergent Themes There is no financial aid assistance for the transfer process The institution provides workshops for completing the FAFSA application</p>
<p>Participant Beta’s Response Participant Beta’s comments to interview question 14 focused on financial aid literacy provided to students given it is not provided to students at the community college. In response the question 14, Beta said, So, students in community college. I’m honestly still understanding the financial aid process for students on that side. I know that I’ve learned that the whole FAFSA process is slightly different or understood it to be different when students are at the community college compared to when they transfer to a four-year college or university. I know we've been pushing students to complete their FAFSA on time when they are preparing to transfer because we know the importance of whole in receiving or qualifying for scholarships and work-study, grants, or any type of federal aid in that way. So, there's definitely I feel there is a hole and gap in the financial aid literacy for students. Understanding what it means and how what they do at the community college can affect, ultimately can affect when they transfer and are trying to complete that bachelor's degree because unfortunately, some students run out of their Pell Grant because they've spent more than the traditional two years in college where they were</p>

able to use the PELL Grant when now here they are in their junior and senior year in college they no longer have that. So that's my understanding of the financial aid process at this point in community college. [REDACTED]

Researcher's Observation:

Based on Beta's comments, the researcher determined that the participant's understanding of the financial aid process slightly differs from the community college and four-year. Beta spoke on the gap in the financial aid literacy given students do not fully understand it and uses all the Pell Grant before transfer to a four-year.

Emergent Themes

There is a gap in financial aid literacy for transfer students
Students are encouraged to complete their FAFSA application early

Participant Gamma's Response

Participant Gamma's comments to interview question 14 was limited. In response the question 14, Gamma said, "[REDACTED]."

Researcher's Observation: No observation

Participant Delta's Response

Participant Delta's comments to interview question 14 focused on the financial aid process. In response to question 14, Delta said,

So, students just have to complete their FAFSA make sure that they add Troupe University to it. The process doesn't take too long, as long as students just submit all the required documents. And you have [REDACTED], who will, anywhere from the financial aid office will, follow up with them with updates, whether they're missing documents. And that's about it for the most part.

Researcher Observation

Based on Delta's comments, the participant's understanding of the institution's financial aid process is that when students complete the FAFSA, they must make sure they add the name of the transferring four-year institution, submit all documents, and someone from the financial aid office will follow up.

Emergent Themes

Students are provided assistance with financial aid applications

Participant Epsilon's Response

Participant Epsilon's comments to interview question 14 focused on the financial aid process. In response to question 14, Epsilon said,

Well, the transfers, let's see. So, financial aid process may be similar in terms of the initial filling out the FAFSA, however, again, that communication between the [REDACTED] Success Center and the student and getting to know where the students been how much aid has been used, then our [REDACTED] Success Center works directly with our financial aid office to make sure we research and see how much aid that student has available such that they know when they come here, the likelihood that they'll be able to continue to have aid available for them to use. So, I think it's, it's more about the relationship between the [REDACTED] Success Center, who's working with that transfer student and the financial aid offices on the campus.

Researcher's Observation

Based on Epsilon's comments, the participant's understanding of the financial aid process at the institution is that the Success Center works with the financial aid office to communicate with the student to inform them of how much aid is receive or left and the likelihood of if they would be able to continue to have aid.

Emergent Themes

There is collaboration between the academic success center and the office of financial aid to inform students about the FAFSA application process.

Participant Zeta's Response

Participant Zeta's comments to interview question 14 focused on the support to students on completing financial aid application. In response to question 14, Zeta said,

Um, so it's pretty transparent on the website, they would just go to, you know, they can connect to financial aid at any point. But obviously around the the deadlines of the applications for FAFSA and other grants, they would just want to start the process either on their own, or they can get help with, through financial aid to complete those forms and eligibility procedures. With, you know, the financial aid does a fair amount of outreach and connecting with, you know, learning communities and new student groups and new student events, so that students are aware of the support that they have available for them. So that students can get connected with them and get support and get some help with completing those financial aid forms and things like that, uh, after they've done that, and if they're looking for financial aid assistance with the transfer process, like for the UCs, or for, you know, for an HBCU, you know, obviously, that comes out of the university financial aid office. So, they'll pretty much just connect with the university, university's financial aid office to talk more specifically about which grants or scholarships that they're eligible for at that particular campus, to see what their EFC is, and like, you know, discuss their personal situations with the campus once they're admitted. And we do have outreach presentations, [REDACTED] through the Transfer Center where, you know, students get a confusing financial aid letter, like an award letter from the university. You know, we try to connect them with the university Financial Aid Office for clarification. But we also provide generic presentations on like, what is the difference between this type of aid and that type of grants, so that they were all on the same page, you know, if they want to get some general information about like financial aid basics, and that that are applicable for transfers, then they can at least get some resources through our financial aid office. So, we partner with our financial aid team to host those presentations every a few times every spring, when those award letters are typically coming out.

Researcher's Observation

Based on Zeta's comments, the researcher determined that the participant understands that the financial process requires students to complete all deadlines on time. Zeta stated that there are learning communities, outreach, and student support. Zeta also stated that the student should connect with the four-year institution financial aid office on scholarships, grants, and the awards letter.

Emergent Themes

The transfer center provides assistance to students about the transfer process
The transfer center and the financial aid office partner to give financial aid workshops several times a year

Participant Eta's Response

Participant Eta's comments to interview question 14 focused on the community college students are expected to pay their own fees. In response to question 14, Eta said,

I don't think that there is one. I think that once a student is, is accepted. They are expected to pay for those fees. Some of our programs have, again, transfer scholarships tied to them. So like Promise, the one that comes to mind, some of our other special programs like Cal Works or EPOS, they grant money for scholarships as well. So, if a student is transferring, they may end up receiving money to help them pay for their, you know, in-person orientation costs, their parking fees, their health fees. But we don't necessarily help or have any, I guess, financial support or planning for them once they are shifting into the transfer pathway. The only other thing that I guess we would do is if they did have questions, they could, of course, ask our financial aid office for clarification, although our financial aid office doesn't have an impact on their federal financial aid at another institution. So, we would again encourage them to apply for their FAFSA because they're going to need to. And then they could, of course, ask our ask our transfer counselor if there was any specific needs, so or a counselor in general, but they'll they may go into the the transfer counselor if they have questions about fees and things like that. But usually, once the transfer occurs, or they're in the process of, they're working with their transfer institution to work through those financial planning concerns.

Researcher Observation

Based on Eta's comments, the researcher determined that the participant's understanding of the financial aid process is that there is no formal process, and students receive grants and scholarships from programs such as CalWORKs or EPOS. Eta also stated that when students are shifting to the transfer pathway, they are encouraged to complete the FAFSA and, if questions arise, to contact the transfer center counselor or the transferring institution.

Emergent Themes

The transfer center works with the financial aid office to assist students to understand the financial aid process

The financial aid counselors are available to assist students with their financial aid questions

Participant Theta's Response

Participant Theta's comments to interview question 14 focused on the community college does not have financial aid. In response to question 14, Theta said,

Sure. Yeah. So, for us, our financial aid, you know, like everywhere else, is determined by the FAFSA. What we try and do for our students is help connect them to resources on there, the four-year campuses that they're interested in. The you know, the unfortunate thing [redacted] Transfer Center Director, [redacted] financial aid is the one thing that [redacted] not well versed in, and [redacted], connect them directly with the campus, and there's sometimes questions that I just can't answer. And so, a lot of [redacted] help them find scholarships or information on the website, or just give them general knowledge that [redacted] from working in higher education. But that's definitely one thing that, you know, I'd like to strengthen is helping transfer students specifically find information about how to get aid, know, other than just telling them to fill out the FAFSA, which I always do. But you know, how does eligibility work? Once they transfer? You know, what opportunities can they find out there? You know, just better guides for them in transfer.

Researcher's Observation

<p>Based on Theta’s response the researcher determined that the participant’s understanding of the financial aid process is to connect students with resources at the four-year institution. Theta also stated the role of the Transfer Center Director assist students in understanding the importance filling out the FAFSA, how does eligibility work, scholarships, and grants.</p>
<p>Emergent Themes The transfer center connects students with resources to understand the financial aid process The participant noted an interest in helping students find additional information about financial aid and other fiscal resources.</p>
<p>Participant Iota’s Response Participant Iota’s comments to interview question 14 focused on the financial aid workshops. In response to question 14, Iota said, So, it really, yeah, so we definitely try to spread the word when it comes to FAFSA and making sure that students are knowledgeable about the services offer to them. We we do workshops in collaboration with our financial aid office. And if they have done a FAFSA, or if they filed FAFSA at the CCC, they are more aware of what they need to do when it comes to FAFSA for transfer. It's a little bit of a different process. And I know that we also we also work with institutions like LMU or USC in order to sort of go over what the financial aid package would look like for for different students and what the benefits are, what are some of like? How do I put this, what they should expect from their financial aid package? What it means when it comes to your total cost of attendance? As opposed to just looking at tuition and fees if you're going to just financial planning overall. So, there's definitely workshops at the institutional level through our financial aid office just to understand the financial aid process, but also what the four-year institutions because I know they're being more intentional when it comes to this closing how much it really is gonna cost to attend a four-year.</p>
<p>Researcher’s Observation Based on Iota’s response the researcher determined that the participant’s understanding of the financial aid process is to make sure students are aware of the services offered to them when it comes to FAFSA including workshops, reviewing the financial aid package, and what is the total cost of attending.</p>
<p>Emergent Themes There is a need to expand awareness of the financial aid process The transfer center works in collaboration with the financial aid office to inform students of the financial aid process</p>
<p>Participant Kappa’s Response Participant Kappa’s comments to interview question 14 focused on that there is no financial aid process. In response to question 14, Kappa said, “There is not a financial process we have financial aid that’s about it.”</p>
<p>Researcher’s Observation There is no financial process.</p>
<p>Emergent Themes There is not a financial process we have financial aid that’s about it.</p>

Emergent Themes for Interview Question 14

The intensive review and analysis of the participants' responses for interview question 14, identified 16 emergent themes covering the range of participant's responses. The list below presents the themes emerging from this analysis.

1. There is no financial aid assistance for the transfer process
2. The institution provides workshops for completing the FAFSA application
3. Students are encouraged to communicate with the HBCU to complete the FAFSA
4. There is a gap in financial aid literacy for transfer students
5. Students are encouraged to complete their FAFSA application early
6. Students are provided assistance with financial aid applications
7. There is collaboration between the academic success center and the office of financial aid to inform students about the FAFSA application process.
8. The transfer center provides assistance to students about the transfer process
9. The transfer center and the financial aid office partner to give financial aid workshops several times a year
10. The transfer center works with the financial aid office to assist students to understand the financial aid process
11. The financial aid counselors are available to assist students with their financial aid questions
12. The transfer center connects students with resources to understand the financial aid process
13. The participant noted an interest in helping students find additional information about financial aid and other fiscal resources
14. There is a need to expand awareness of the financial aid process

15. The transfer center works in collaboration with the financial aid office to inform students of the financial aid process

16. There is not a financial process we have financial aid that's about it

Key Themes for Interview Question 14

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. The statement below represents the key theme revealed through this analysis for interview question 14.

The transfer center assists students with the financial aid process.

Participants' Responses to Interview Question 15

This section is organized to show the summary of participants' responses to interview question three and the researcher's observations about the participants' responses, emergent themes, and key themes. Appendix Table G.15. presents the participants' responses, the researcher's observation, and emergent themes for interview question 15.

Appendix Table G.15. Participants' Responses, Researcher's Responses, and Emergent Themes to Interview Question 15

Q15. Tell me about the programs that are available for transfer students.
Participant Alpha's Response Participant Alpha's comments to interview question 15 focused on promoting the transfer pathways to students. In response to question 15, Alpha said, So [REDACTED], you know, the this program is, of course, is is designed to, again, as we said, at the beginning to facilitate a clean transfer process. And so that's really the focus [REDACTED] is to create a pathway and that's big here in California, we are all about it within our system. The California Community College System is all about Transfer Pathways. It's part of the vision for success goals by our Chancellor, Chancellor Oakley. And so, we consider ourselves one of one of the pathways to allow students to reach that bachelor's degree attainment. [REDACTED] program, of course, [REDACTED] here to facilitate that, support that and make that happen for students.
Researcher's Observation

The participant emphasizes the programs objective of facilitating a seamless transfer process and highlights the creation of a clear pathway for transfer students to a bachelor's degree attainment.

Emergent Themes

The CCC system promotes transfer pathways for CCC transfer students
The intent is to facilitate a seamless transfer process

Participant Beta's Response

Participant Beta's comments to interview question 15 focused on services that are open to all students. In response to question 15, Beta said,

So, we are one of those. We are open to any student interested in transferring to an HBCU or planning to transfer to an HBCU. Those programs I mentioned before Umoja Community, Puente, A²MEND, the transfer center, counseling office, counseling or advising office. Yeah, I say those are kind of the standard institutions or services available at either all or most community colleges campuses here in California. I'm, I'll like to add we love working with our students from application to and through graduation. Seeing and witnessing that transformation from that like nervous, uncertain, anxious student that's not sure maybe where they want to go. They made that decision they are there on that campus, they are thriving, they are doing well, they're active, they're engaged, they are active, they're graduating, they're getting into their career field, they're going to professional school and graduate school, so kind of witnessing those journeys and being a part of those journeys. It is very fulfilling for our team. We truly love the work that we do, and I feel like it shows an that students that take the time to work with us and respond to our emails, calls, or text they understand and think that as well.

Researcher's Observation

Based on Beta's comments, the researcher determined that the participant emphasizes that the program is open to all students interested in transferring to an HBCU. Beta highlighted established programs such as Umoja Community, Puente, and A²MEND, indicating their awareness and recognition of existing services that support transfer student. Beta loves working with the students, from applying for graduation. Beta stated that witnessing the journey and seeing the transformation of the student from being nervous to thriving on the campus and graduating is an enjoyment.

Emergent Themes

There transfer program promotes CCC transfer to HBCUs for African American students
The CCCs campuses provide a wide range of transfer support services

Participant Gamma's Response

Participant Gamma's comments to interview question 15 focused on highlighting the variety of programs aimed to support transfer students. In response to question 15, Gamma said,

Well, again, lots of programs that are available. So, for instance, you know, we tell students about the California Club at their campus, you know, if they're transferring. There are services to help make that transition easier. [REDACTED] workshops before you transfer now that you decided to transfer that gives students pertinent information. [REDACTED] workshop on transferring with your family because many of our students to transfer have families. And so what are the things that they need to be aware of look at ahead of time? How can they be prepared? So, so that's one of the things that we do as

<p>a program is to provide the provide workshops so that students have the information regarding resources that may be able to help them.</p> <p>Um, no, just I'm happy that you're doing it and doing some evaluation of the resources. And hopefully, there'll be some information that will help [REDACTED] make [REDACTED] program even more effective. So, thank you for choosing this topic.</p>
<p>Researcher's Observation</p> <p>Based on Gamma's comments, researcher determined that the participant understands programs available for transfer students such as the California Club at the selected campus and conducting workshops with the student and their families of the transfer process. Gamma stated an evaluation of resources are being evaluated that will make the program more effective.</p>
<p>Emergent Themes</p> <p>The transfer program promotes CCC transfer to HBCUs for African America students The CCCs campuses provide a wide range of transfer support services</p>
<p>Participant Delta's Response</p> <p>Participant Delta's comments to interview question 15 focused on the 48 programs available to all students. In response to question 15, Delta said,</p> <p style="padding-left: 40px;">We have 48 programs if I am not mistaken, available to students. Yeah, like, I could list some of our top if that's what you need or if that's what you mean. But I wouldn't want to go through the entire list of all the programs that we have for them. Alright, so our number one most popular program is criminal justice. It is actually our only online graduate program - biology, where we have a pre-med track program partnership with Meharry Medical College Kinesiology. The entire college of business as a whole which we're ranked number, we're ranked in the top 10 in the state of [REDACTED] on our College of Business houses management, marketing, and accounting; Computer Information Systems, which were number one in the state for producing African American CIS majors. We're number one in the state for producing African American engineers. Within that concentration, we have graphic design-architectural, no graphic design- mechanical and construction, and then mass communication. Like, no, you know, so we don't have any programs just strictly for transfer students. They have access to all of our undergraduate programs.</p>
<p>Researcher's Observation</p> <p>Based on Delta's comments the researcher determined that the participant understanding there are no specific programs that are available to transfer students, all 48 programs are open to any students. Delta spoke on the academic programs at the institution to include criminal justice, the College of Business (marketing, accounting), and CIS.</p>
<p>Emergent Themes</p> <p>Transfer students from CCCs has access to all of the undergraduate programs and services available at this institution There are no programs specifically designated for transfers at this institution</p>
<p>Participant Epsilon's Response</p> <p>Participant Epsilon's comments to interview question 15 focused on scholarships tailored for transfer students. In response to question 15, Epsilon said,</p> <p style="padding-left: 40px;">Well, again, scholarships, scholarships that are available for other students are available, there are specific scholarships for those, those students who are transferring from institutions in which we have the MOU. The the academics success services that</p>

include everything from tutoring, as well as other enriching opportunities, including internships is, available for the transfer students, and we do a really, we do a really good job with making sure that our resources are spread out amongst not only the transfer student, but new incoming students as well. So just really pushing students to, to take advantage of those opportunities, as they kind of go through and determine what it is that they want to do professionally.

Researcher's Observation

Based on Epsilon's comments, the researcher determined that the participant's understanding of the programs available to transfer students includes scholarships, tutoring, enriching opportunities, and internships. Epsilon also stated the institutions are doing a good job in sharing resources to transfer and incoming students.

Emergent Themes

Scholarships are available for students participating in the MOU agreement
The institution informs students about scholarship opportunities

Participant Zeta's Response

Participant Zeta's comments to interview question 15 focused on support at the Transfer Centers. In response to question 15, Zeta said,

I mean, we've got so many, it just feels like I'm surrounded. But I guess what type of transfer students like there's so many, it's really just kind of like, what population? What type of what type of university? Are they interested in? What level of student are they are they a new student, or kind of outbound, like, this is their active transfer application year, it just, you know, we've got a lot of different, a lot of different services for all, you know, size shapes and colors of transfer students. So, it really just depends on where they're at in the process. And if they, if they need help, or if they need a lot of need any help or need a lot of help, what stage of the decision-making process and all of that, because we try to do it all. So, we try to at least, you know, have a hand in coordinating or facilitating all of it, whether it comes through one of our learning communities and or and or about, you know, just the general, general population-specific, and you know, general population transfer students. ■ coordinate a lot of university representative visits from like private schools usually and like UC/CSU use any other school that really want that wants to come here and do spend some time with our students, will facilitate those connections by publicizing their visit days and how to connect with them on our website. ■ coordinate transfer fairs in the fall, and then sometimes in the spring, we'll do a mini one. Yeah, ■ do workshops on how to apply everything. What things to consider when they're when they're applying what things to consider when they're just looking at different transfer options. We'll coordinate UC specific workshops, CSU specific workshops, private school for workshops, HBCU workshops, ■, ■, the Transfer Center ■. ■ coordinator or coordinator for the center. ■ coordinates the center which is Career and Transfer services. So ■, the career coordinator gets the other half of the administrative help. And we have student workers that we employ, to help operate our services for like dropping questions and phone calls and emails, and publicity and marketing, and getting our resources up to date, but yeah, we also have a Canvas page like aside from our website, we have a more detailed like very much more detailed Canvas website, which is like our Blackboard or whatever you want to call it, ■ a

lot of additional resources that are like super detailed, like 20 page PDFs type of stuff. Or, like really clear instruction guides with, with picture snapshots step by step pictures of like, how to do applications and stuff like that. So those more detailed resources live on our canvas site, where our website is just more general information. And if they want to dig deeper and get all that specific resources, those detailed stuff, then they can click for further. For further help, because our website would get it would just be too. They won't allow large files on our website like that. So that's why we put all of our other research that we do and help, you know, provide other resources.

Researcher's Observation

Based on Zeta's comments, the researcher determined the participant's understanding of programs that are available to transfer students are based on where they are in the process and if the student has identified an institution of interest. Zeta has mentioned the department has coordinated visits for university representatives to connect with students, transfer fairs, UN workshops, CSU workshops, HBCU workshops, and private school workshops. Zeta also has created information detailing how to complete an application, navigating the website, and other supporting documents for students using Canvas.

Emergent Themes

The institution provides a variety of support for transfer students
The institution collaborates with other institutions to coordinate early recruitment and transfer opportunities

Participant Eta's Response

Participant Eta's comments to interview question 15 focused on programs available for transfer students. In response to question 15, Eta said,

I guess besides the transfer scholarships, through Promise, we don't have any special programs that would be helping our transfer students besides the Transfer Center. Just that there's a lot of potential? I think I shared, you know, I don't really have a, I think that what were the intent is really great. I don't think the execution is very accurate. Um, I think that there are so many barriers to Black students being able to attend college, even at the community college level, that they never make it to HBCUs. I think that there are predatory for-profit institutions for preying on our Black students. And they again end up leaving with a lot of debt and no degrees and never make it to the HBCUs or to us. So, I think that there is a bigger systemic issue that needs to be addressed when it comes to Black student enrollment in college than these pathways because the pathways are great, and they make it easier, but if a student never got to us, and that pathway isn't open to them, and if they never completed with us, that pathway is not open to them. You know, our college is 75% women of color. So Black women are coming to college at much higher rates that are Black men are not. And they're not coming for a number of reasons. And so, I think that there has to be, again, systemic interventions that are intrusive and required in order to influence our Black students to value college because I think there's been a lot of negative propaganda over the years about the about education not being a valuable asset, especially for addressing generational poverty and systemic barriers and breaking those barriers. So, you know, again, women going to college lifts up to generations, not just one, but our Black men need to come to college too, and we need them to have a seat at the table. And there are bigger issues ahead of us right now. At least I can I can speak for California, that the the enrollment for Black men is significantly lower, and Black students, in general, is

significantly lower than it should be. Even at a predominantly Black institution like us, we're seeing the decline, and it's concerning. So again, I think that the pathways are great. I think that the intent is great, but I think the execution and the outcomes are probably not there because Black students, in general, are not going to college for a number of reasons. So there there needs to be, I think, better coordination between the HBCUs and the community colleges, maybe some shared outreach happening because that might also help students, you know, they're doing outreach at the high schools and the high end they can't afford it. You know, and again, creating that HBCU environment online, especially post COVID. To do a university model where they can, you know, we can give them a classroom and work with them to offer those classes here through their professors to be able to have a student achieve an HBCU degree at our campus with their their instructors, right. So, there's partnership opportunities in that sense, but I think those types of things will have a greater impact than assuming that just because a Black student came to our college and the pathways are available, that they're going to take advantage of them. Because like I shared earlier, there are systemic issues that are preventing them from leaving. And I think that COVID-19 is further exasperated those systemic issues. Thank you. No, thank you. I'm sorry, I was a little Debbie Downer over here. But you know, I just be honest about my thoughts.

Researcher's Observation

Based on Eta's comments, the researcher determined that the participant understands there are transfer scholarships available. Eta spoke how about there are more Black women attending college than Black men. Eta also mentioned the barriers Black students are facing.

Emergent Themes

- There are additional resources for transfer students
- For profit institutions prey on Black students
- Students graduate with considerable debt
- The Black men are not taking advantage of transfer opportunities
- There needs to be better communication between HBCUs and CCCs
- HBCUs should work with CCCs to offer their degrees online for the CCC student
- COVID 19 created additional systemic transfer issues for black students

Participant Theta's Response

Participant Theta's comments to interview question 15 focused on programs available for transfer students. In response to question 15, Theta said,
Sure. So really, our office is the one that's dedicated to transfer. And so when students have questions or concerns or need help, and you know, hopefully, they're being sent to me, I know they're not always, but our office is really the dedicated service for that. I know programs like Puente on our campus do, you know, participate and transfer activities. They'll go on field trips to local schools, you know, maybe like UC Berkeley. And so, it's, it's woven into the themes of other programs on campus too. But as far as like a set transfer program that would be through my office. You know, in an ideal world, we'd be able to have like a transfer club or something like that where students could get together. We're definitely not at that point yet. But you know, I'd love to have more organizations on campus that could, you know, bring students together for that purpose.

Researcher's Observation

<p>Based on Theta’s comments, the researcher determined that the participant understands the programs available for transfer students include Puente, transfer and program activities, field trips, and their office. Theta spoke on it would be ideal to create a transfer club for transfer students.</p>
<p>Emergent Themes The transfer programs are operated through the transfer center The transfer center brings other campus organizations together to promote transfer options for students</p>
<p>Participant Iota’s Response Participant Iota’s comments to interview question 15 focused on partnerships at 4-year with the community college to promote the transfer pathways to students. In response to question 15, Iota said,</p> <p style="padding-left: 40px;">I think I spoke a little bit about that. We do have that CSU Dominguez Hills transfer to Success program. We have the USC Transfer Ambassador Program; we have the UCLA CCCP, which is the California Community Colleges partnership with UCLA program. So we do we do have quite a few programs in place for our transfer students. And I feel like just in terms of institutional programs, it would also be the Transfer Honors Program and the LMU Business Scholars Partnership. We do you have ongoing partnerships with other institutions in terms of providing academic counseling and advising for and hosting office hours but in terms of specific programs those are the main ones that we have on campus right now</p>
<p>Researcher’s Observation Based on Iota’s comments, the researcher determined that the participant understands the programs available for transfer students include ongoing partnerships with four-year institution to provide academic advising and counseling, USC Transfer Ambassador Program, UCLA CCCP, and Transfer Honor Program.</p>
<p>Emergent Themes The institution has quite a few programs in place to promote transfer options for students The institution has ongoing partnerships with other institutions to provide additional transfer options for students</p>
<p>Participant Kappa’s Response Participant Kappa’s comments to interview question 15 focused on STEM and Umoja programs. In response to question 15, Kappa said,</p> <p style="padding-left: 40px;">Every program really depending on what they're looking for, they're looking to do STEM there’s MESA. If they're looking to you know, to go to you know, an Afro-centric program that's Umoja. At my former institution, there was FUBU for Black and Brown males. There’s the former incarcerated City scholars for Justice for Black students, PUENTE for Latina students, former foster youth which is Next-Up. There’s a litany of programs for transfer to transferring to the next level. We have CalWORKS for families that receive welfare services. There’s a litany of services available.</p>
<p>Researcher’s Observation Based on Kappa’s comments, the researcher determined the participant understands the programs available for transfer student depends on what they are looking for. The programs for Latina and Black students including Puente and Umoja, Cal WORKS and MESA (Mathematics, Engineering, Science Achievement).</p>
<p>Emergent Themes</p>

The institution provides specific programs for underserved student populations, such as programs for former and incarcerated students and Latino and black male specific programs The institution has a program for families that receive welfare services

Emergent Themes for Interview Question 15

The intensive review and analysis of the participants' responses to interview question 15, identified 26 emergent themes covering the range of participant's responses. The list below presents the themes emerging from this analysis.

1. The CCC system promotes transfer pathways for CCC transfer students
2. The intent is to facilitate a seamless transfer process
3. There transfer program promotes CCC transfer to HBCUs for African American students
4. The CCCs campuses provide a wide range of transfer support services
5. The transfer program promotes CCC transfer to HBCUs for African America students
6. The CCCs campuses provide a wide range of transfer support services
7. The HBCU Transfer Program promotes a seamless transfer process
8. Transfer students from CCCs has access to all of the undergraduate programs and services available at this institution
9. There are no programs specifically designated for transfers at this institution
10. Scholarships are available for students participating in the MOU agreement
11. The institution informs students about scholarship opportunities
12. The institution provides a variety of support for transfer students
13. The institution collaborates with other institutions to coordinate early recruitment and transfer opportunities
14. There are additional resources for transfer students
15. For profit institutions prey on Black students

16. Students graduate with considerable debt
17. The Black men are not taking advantage of transfer opportunities
18. There needs to be better communication between HBCUs and CCCs
19. HBCUs should work with CCCs to offer their degrees online for the CCC student
20. COVID 19 created additional systemic transfer issues for black students
21. The transfer programs are operated through the transfer center
22. The transfer center brings other campus organizations together to promote transfer options for students
23. The institution has quite a few programs in place to promote transfer options for students
24. The institution has ongoing Partnerships with other institutions to provide additional transfer options for students
25. The institution provides specific programs for underserved student populations, such as programs for former and incarcerated students and Latino and black male specific programs
26. The institution has a program for families that receive welfare services

Key Themes for Interview question 15

The researcher used a thematic analysis to identify key themes. The researcher analyzed the frequency of responses and determined that a response appearing three times or more constituted a key theme. The statements below represents the key theme revealed through this analysis for interview question 15.

Promotions and marketing primarily take place through the transfer center.

Each campus provides their own marketing of the program.