

CALIFORNIA COMMUNITY COLLEGE TRANSFER RECOMMENDED GUIDELINES

Summer 2017

A joint publication of the
California Community Colleges Chancellor's Office



and the
California Community College Transfer Center Directors

Table of Contents

PREFACE	3
BACKGROUND	4
TRANSFER CENTERS: THE HUB OF TRANSFER ACTIVITY	5
Campus-Wide Goals that Support Transfer Centers and a Strong Transfer Culture	5
Transfer Centers: Definition and Major Functions	6
Transfer Centers: Responsibilities of the College Administration	6
Recommended Transfer Center Staffing	7
Responsibilities of the Transfer Center Director	7
Major Responsibilities of Transfer Center Counselors	9
Major Responsibilities of Transfer Center Support Staff	10
Campus-Wide Responsibilities for the Transfer of Low-Income, Disabled and First-Generation College Students	10
Transfer: Responsibilities of the Instructional Faculty	11
Transfer: Responsibilities of Baccalaureate-Level Colleges and Universities	12
INTEGRATING THE TRANSFER FUNCTION INTO THE CAMPUS AT LARGE	13
Transfer: Its Relationship to High School and Community Outreach	13
Transfer: Its Relationship to the Student Success and Support Process, Student Equity and the Basic Skills Initiative	13
Transfer: Its Relationship to Counseling	14
Transfer: Its Relationship to Curriculum Development and Articulation	16
Institutional Research and Accountability	17
CONCLUSION	19
ENDNOTES	20
APPENDIX A: HISTORY	21
Transfer Center Pilot Program (1985)	21
AB 1725 Funding Provided to Expand Transfer Center Pilot (1988)	21
Berman-Weiler Evaluates Transfer Center Pilot (1989)	21

Table of Contents

(continued)

Transfer Center Funding (1990)	21
Senate Bill 121 (1991)	22
Minimum Program Standards (1991)	22
Transfer Center Directors Association (1994)	22
The New Basic Agenda (1996)	22
Proposition 209 (1996)	23
SB 1785: Lower Division Transfer Patterns Project (2005)	23
SB 1440: The Student Transfer Achievement Reform Act (2010)	23
SB 1456: Student Success Act of 2012	23
SB 850: Pilot for California Community College Bachelor's Degree Programs (2014)	23
California Community College Academic Senate Resolutions	24
Other Initiatives Relating to Transfer	24
APPENDIX B: ORGANIZATIONAL OVERVIEW:	
COMMUNITY COLLEGE TRANSFER	26
Board of Governors	26
CCC Chancellor's Office	26
The Academic Senate for California Community Colleges	26
California Education Round Table Intersegmental Coordinating Committee	27
Western Association for College Admission Counseling	27
California Intersegmental Articulation Council	27
APPENDIX C: TITLE 5 REGULATIONS	29
APPENDIX D: USEFUL LINKS	31

PREFACE

This document, first published in April 1997, continues to be a joint effort of the California Community College Transfer Center Directors and the California Community Colleges Chancellor's Office. Recently, these guidelines have undergone a substantive and thoughtful revision to better reflect changes that have occurred since they were first published, while continuing to validate much of the thinking surrounding the community college transfer function captured in the original document.

As stated in the preface to the original guidelines, "The authors present this document with the understanding that the California Community Colleges are unique, and that each varies in size, geography, economy and demographics and in their choice of student services and instructional delivery. Institutional missions and priorities, along with student needs and relationships with local universities, will determine the parameters of individual transfer programs." The Chancellor's Office endorses the guidance provided in this document

and highly encourages districts to implement the recommended strategies for strengthening the transfer process. However, aside from the text of the Title 5 regulations (see Appendix C), the balance of the material contained in this document is not binding on districts and is offered only for the purpose of assisting districts to offer the best possible transfer function to their students.

These revised guidelines are enhanced by the collective wisdom and additional years of experience of many of California's finest Transfer Center Directors. They are intended to help equip Transfer Center Directors in fulfilling their responsibilities and to remind all California Community College administrators, faculty and staff of the critical role each of us can play in helping all CCC students see transfer as a viable option and achieve their transfer goals.

Thank you to all the Transfer Directors who volunteered in this latest rewrite of the guidelines and to the Chancellor's Office for their support.

Shannon Gilley, Sacramento City College

Naomi Grisham, San Diego Miramar College

Leroy Johnson, San Diego Mesa College

Brittany Lundein, Cerritos College

Marian Carrasco Nungaray, Ventura College

Soraya Sohrabi, Cañada College

Bob Quinn, CCC Chancellor's Office

BACKGROUND

This section presents a historical background of the transfer function in the California Community Colleges and includes state-level policy representing legislative mandates and regulations.

California faces enormous economic, political and social challenges in the 21st century. The state's fiscal problems have strained California's ability to maintain the same level of support for its educational institutions and its students as it had in the past. The Public Policy Institute of California estimates that California needs 1 million more baccalaureate degree holders above the state's baseline projection in 2025 to meet the workforce needs of employers.¹

At the national level, the Lumina Foundation projects that for California to achieve its share of the national goal of 60 percent degree attainment of 25- to 64-year-olds by 2025, an additional 4,745,448 baccalaureate and associate degrees, or 34,893 more each year, would need to be produced.² As community college associate degrees account for 32.1 percent of existing annual associate and baccalaureate degree production, the community college share of the Lumina goal would be around 1.5 million more associate degrees by 2025. Most Californians seeking access to educational opportunities will attend one of the California Community Colleges to acquire vocational skills or to prepare for transfer to a baccalaureate institution.

The 1960 California Master Plan for Higher Education³ established transfer from community colleges to four-year institutions as a central element in providing broad educational opportunity. A review

of the plan in 1972 found that the basic structure was good, but that it should be changed slightly to better reflect current time. In the late 1980s and early 1990s, major legislative and education system initiatives established the framework for implementing transfer and articulation in California. Two major pieces of legislation with this focus resulted in the development of a comprehensive system of transfer, including an intersegmental general education core curriculum (SB 121 in 1991) and transfer center funding (AB 1725 in 1990). A complementary antecedent to these efforts was the establishment of the Transfer Center Pilot Program in 1985.

Following the pilot's successful outcomes, Minimum Standards for Transfer Centers (Section 51027 of Title 5) were adopted in July 1991 by the Board of Governors. Minimum program standards required the governing board of each community college district to recognize transfer as one of its primary missions, and to place an emphasis on the preparation and transfer of underrepresented students. Additionally, each district was to develop and adopt a transfer center plan that would describe the activities of the transfer center and the services to be provided to students.

For an overview of legislative and regulatory efforts to develop a comprehensive transfer system, see Appendix A.

Transfer Centers: The Hub of Transfer Activity

Transfer Centers were originally established to strengthen the transfer function and to increase the number of California Community College students prepared for transfer to baccalaureate-level institutions through the coordination of college transfer efforts. SB 121 further established that Transfer Centers incorporate the identification, development and implementation of strategies designed to enhance the transfer of low-income, disabled and first-generation college students.

With the implementation of the Student Success and Support Program⁴ and Student Equity Plan⁵, the Transfer Centers also take part in creating equal opportunity for all students in succeeding in their educational goals. College student equity plans focus on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the CCC Student Success Scorecard⁶ and other measures developed in consultation with local colleges. Success indicators are used to identify and measure areas in which disadvantaged populations may be impacted by issues of equal opportunity.

Title 5 regulations specify that colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities (§54220(d)). The State Budget trailer bill, SB 860 (2014), added requirements to address foster youth, veterans and low-income students.

Each college develops specific goals/outcomes and actions to address disparities that are discovered, disaggregating data for indicators by student demographics, preferably in program review. College plans must describe the implementation of each indicator, as well as policies, activities and procedures as they relate to improving equity and success at the college.

While it is clear that Transfer Centers serve as the focal point of community college transfer activities, the work of improving transfer is a responsibility of the institution as a whole, including campus administration, faculty and student services programs, in cooperation with the baccalaureate-level universities. Responsibility for the transfer function should not be confined to the Transfer Center or fall only under the purview of the Transfer Center Director; however, the Transfer Center Director should be consulted. Significant improvements will not occur if responsibility for an institution's transfer function becomes a compartmentalized and isolated function.

Campus-Wide Goals that Support Transfer Centers and a Strong Transfer Culture

Institutions should be committed, but not limited to, the following goals:

1. Identify and increase the number of students who choose to transfer and are prepared to transfer, and ensure the inclusion of low-income, disabled and first-generation college students and those students who are identified by the Student Equity data for each college as having disproportionate impact.
2. In cooperation with baccalaureate-level universities, increase the percentage of students (including low-income, disabled and first-generation college students and other populations identified by the Student Equity data for each college) who establish transfer as their educational goal and who actually transfer.
3. Work with campus governing boards, administrators and academic senates to ensure that the transfer of students is a high priority of the campus.
4. In collaboration with the Transfer Center Director, revise campus policies and procedures as needed to strengthen and clarify the transfer process.

5. Through the Counseling Department, Transfer Center and all programs that support transfer students, ensure that students obtain accurate and timely counseling, academic advising and transfer information and services.
6. Work with instructional faculty and departments to develop curriculum, course content and pedagogy that integrate baccalaureate-level learning outcomes and ensure course articulation with lower-division offerings at four-year institutions.
7. Provide resources to enhance the transfer culture and support the Transfer Center.

Transfer Centers: Definition and Major Functions

A Transfer Center is a specific location on a California Community College campus that is readily accessible and identifiable to students, faculty and staff as the focal point of transfer activities that include, but are not limited to:

1. Serving as the liaison office between the community college and baccalaureate-level colleges and universities in regard to student admission policies and transfer requirements.
2. Regularly informing the college community of new and changing transfer information and requirements.
3. Answering inquiries from the public, the press and researchers regarding the college's transfer program.
4. Working toward creating and revising campus policies and procedures to facilitate the transfer process.
5. Handling complex transfer cases⁷ referred to the Transfer Center by administration, instructional faculty or counseling faculty.
6. Developing marketing strategies to promote transfer as a viable educational goal for all students, including low-income, disabled and first-generation college students and those students who are identified by the Student Equity data as having disproportionate impact.

7. In coordination with the Counseling Department, providing potential transfer students with counseling and academic planning, including the selection of courses required for university admission, general education options and major preparation. Encouraging participation in transfer programs that support academic planning such as Transfer Admission Agreements (TAA) with universities in-state and out-of-state, Associate Degree for Transfer (ADT), cross-enrollment at universities, and the utilization of course articulation information to ensure course transferability.
8. Working with baccalaureate-level universities to develop and coordinate collaborative transfer programs such as the TAA, with universities in-state and out-of-state, university outreach, summer programs, Transfer Day/College Night programs and cross-enrollment activities.
9. Providing student access to computers for transfer research and the submission of university applications.
10. Developing a calendar of Transfer Center activities, providing a comprehensive Transfer Center webpage that includes information on in-state and out-of-state public and private universities, transfer materials for student and counselor research, and information on transfer workshops and university tours.
11. Assisting students with their transfer/transition plans, including timely completion and submission of university applications, acquisition of financial aid and housing, and identification of other available university services, programs and personnel to contact for further assistance in the transition process.
12. Providing advocacy for students and empowering them in the admissions appeal process.

Transfer Centers: Responsibilities of the College Administration

The following recommended administrative responsibilities are considered essential to a successful and effective Transfer Center.

1. Providing administrative support from the college president and from top campus administrators, in both student services and instruction, by promoting transfer as a primary mission of the college and an institutional responsibility.⁸
2. Providing adequate space in the transfer center facility for the Transfer Center Director and supporting staff, private offices for counseling and university representatives, transfer resource materials, and a student research area.
3. Ensuring that all transfer activities are effectively coordinated, particularly when activities cross local administrative boundaries. In addition, colleges should make every effort to provide necessary support services to transfer students and to respond to unmet needs as they are identified.
4. Supporting the Transfer Center Advisory Committee by encouraging participation from the governing board, student services, academic senate, faculty, administration, students, university personnel and other staff as deemed appropriate.
5. In consultation with the College's Institutional Effectiveness group, the Transfer Center Director will develop a means of evaluating the effectiveness of the college in achieving institutional transfer goals (e.g., establish target increases in students prepared for transfer).
6. Providing adequate Transfer Center staffing. In order to maintain transfer efforts as required by the Title 5 regulations, sufficient funding and staffing need to be directed to an institution's transfer operations. It is crucial to provide staffing dedicated to the Transfer Center. While specific levels of staffing and responsibilities vary in accordance with local circumstances and priorities for both two- and four-year institutions, recommended staffing levels are given below. In addition, it is recommended that a combination of counseling and support staff be provided. These individuals should be able to make classroom presentations, offer transfer workshops, assist students with transfer questions and research, and reach out to all potential transfer students

including low-income, disabled and first-generation college students and those students who are identified by the college's Student Equity data as having disproportionate impact.

7. College administration should provide funding for a vibrant professional development program for the Transfer Center Director, transfer counselors and transfer center staff to ensure they are continually trained on all transfer issues.

Recommended Transfer Center Staffing

The California Community College Transfer Center Directors recommend that at minimum, staffing consist of:

- One counseling faculty director assigned full time to the Transfer Center with appropriate experience and training in university admissions and transfer counseling (or an administrative director with a master's degree in counseling, or a related field or equivalency, and experience in baccalaureate-level admissions and/or outreach) who reports to a senior administrator;
- One to two full-time counseling faculty positions, or more depending on size of campus and scope of the transfer program; and
- One to two full-time classified positions, or more depending on the size of campus and the scope of the transfer program.

Responsibilities of the Transfer Center Director

The primary responsibility of the Transfer Center Director is to coordinate the college's transfer function. The director should be responsible for many of the following activities and should have a keen sense of all of the activities and programs in support of transfer that take place throughout the campus. "The faculty that serve in the capacity of Transfer Center Director are in the position to provide essential leadership for their college in ensuring that transfer as a mission is an institutional commitment."⁹ Some of the following activities, however, may be carried out by other members of the campus staff.

1. Serving as the primary contact person for inquiries from community college administrators, faculty, staff, students and the community concerning the college's transfer programs and services.
2. Serving as a liaison between the community college and baccalaureate-level universities in regard to admission policies and transfer requirements.
3. Working with campus faculty and administration to ensure that the transfer function is clearly identified as a primary mission of the college. Is the transfer mission clearly articulated in the college's mission statement and goals? Is transfer information clearly conveyed on the college website and in the college catalog, class schedule, newsletters and brochures? Does the campus provide for adequate transfer facilities and adequately trained staff to ensure a strong and viable transfer program? Are the fiscal needs of the transfer function considered in the budget planning process? Does the college offer a curriculum that supports transfer, and are the lower-division requirements of nearby institutions considered in curriculum development?
4. Working with college administrators to coordinate the activities of the Transfer Center with other instructional and student services programs on campus and to encourage cooperative working relationships.
5. Informing the college's academic senate of critical transfer initiatives and policy changes, and encouraging the participation of instructional faculty in the development, implementation and evaluation of transfer efforts. Working with instructional faculty to incorporate the transfer function as a part of the syllabus of select courses offered at the community college.
6. Establishing and chairing the Transfer Center Advisory Committee developed to assist in supporting and strengthening transfer activities on campus. This committee may include a governing board member, an academic senate representative, instructional and counseling
- faculty, students, administration, student services and representatives from local universities.
7. Working with the campus articulation officer to monitor and encourage the development of articulation agreements and campus participation in articulation efforts.
8. Directing the Transfer Center and its budget, and directing the activities of the Transfer Center staff.
9. Providing ongoing information and training to counselors and Transfer Center staff regarding new transfer options and policies, changing requirements, university selection criteria, ASSIST, UC Pathways and university application procedures to ensure that accurate and up-to-date information is being conveyed to students.
10. In conjunction with the Counseling Department, providing transfer counseling that supplements the counseling that takes place within the Counseling Department. Transfer Center counseling often includes handling complex transfer cases referred to the Transfer Center by counselors, administrators or instructional faculty; the evaluation of independent and out-of-state transcripts for transfer to UC, CSU or other baccalaureate-level colleges or universities (if applicable, consult with transcript evaluators); research regarding transfer requirements to independent or out-of-state universities; or advocacy for students to educate and empower them in the admission appeal process.
11. Receiving daily California Community College and university updates through the statewide Transfer Center Director's distribution list (organized through the CCC Chancellor's Office) and redirecting these updates to counselors, Transfer Center staff, and appropriate administrators and instructional faculty.
12. Developing a comprehensive Transfer Center webpage that includes information on in-state and out-of-state public and private universities, and identifying and purchasing resource books and materials that assist students with their research in transitioning from a community college to a university, such as college and university

catalogs, university reference guides, scholarship reference guides, college essays and other resource books and published materials.

13. Directing the college's TAA or Transfer Admission Agreement (TAG) and ADT programs with universities.

14. Providing transfer courses, workshops and classroom presentations that include information about university admission requirements, selection criteria, TAAs and application processes to baccalaureate-level campuses. These classes, workshops and presentations should be provided for all students, including EOPS, DSPS, foster youth, Puente, veterans and Umoja students. Note: All of these programs include large numbers of low-income and first-generation college students.

15. Encouraging and participating in campus-wide efforts to identify and remove barriers to the retention and transfer of all students, including low-income, disabled and first-generation college students and other populations identified by the college's Student Equity data and to assist with the efforts of developing strategies to improve the transfer rate for these students.

16. In conjunction with regional universities and the Office of Institutional Effectiveness, develop and implement methods to evaluate the effectiveness of local transfer activities.

17. Encouraging staff from university admissions offices to participate in Transfer Center activities: to meet regularly with potential transfer students to discuss academic options, evaluate transcripts and assist in planning transfer coursework; to provide transfer and application workshops for students; to attend Transfer Center Advisory Committee meetings; and to attend annual Transfer Day/College Night programs. University staff have asked that a single location be identified at each community college as their point of contact for all transfer activities.

18. Directing the Transfer Center's university tour program.

19. Collaborating with other California Community College campuses to obtain information and best practices to develop strong Transfer Center programs and transfer activities.

20. Attending regional Transfer Center Directors meetings coordinated by the CCC Chancellor's Office and attending the annual CCC statewide Transfer Center Directors meeting. In addition, attending transfer meetings and conferences sponsored by UC, CSU and independent colleges and universities.

21. Collaborating with the Admissions Office/ Enrollment Services/Evaluations Offices to ensure the Associate Degree for Transfer is verified and posted on students' transcripts in a timely manner.

22. Writing and submitting the annual Transfer Center Report to the CCC Chancellor's Office.

23. Reporting to the college governing board annually on transfer numbers and community college or university trends or policies that are affecting transfer students.

24. Serving as a member of the statewide Transfer Center Director Association (i.e., WACAC) and participating on the Transfer Advocacy Committee.

Major Responsibilities of Transfer Center Counselors

Counselors working in the Transfer Center assist the Transfer Center Director with all aspects of the counseling and teaching activities of the center, including:

1. In conjunction with the Counseling Department, providing transfer counseling that supplements the counseling that takes place within the Counseling Department. Transfer Center counseling often includes handling complex transfer cases referred to the Transfer Center by counselors, administrators or instructional faculty; the evaluation of independent and out-of-state transcripts for transfer to UC, CSU or other baccalaureate-level colleges or universities (if applicable, consult with the transcript evaluators);

research regarding transfer requirements to independent or out-of-state universities; or advocacy for students to educate and empower them in the admission appeal process.

2. Checking TAAs for completion and accuracy prior to sending them to the universities for approval. Assisting in reviewing the ADTs for the purposes of meeting the requirements for the degree and similar majors at the receiving institution.
3. Providing transfer courses, workshops and classroom presentations that include information about university admission requirements, selection criteria, TAAs and application processes to baccalaureate-level campuses. These classes, workshops and presentations should be provided for all students and include special programs that serve low-income, disabled and first-generation college students, veterans, foster youth, and other populations identified by the college's Student Equity data.
4. Encouraging and participating in campus-wide efforts to identify and remove barriers to the retention and transfer of low-income, disabled and first-generation college students and other populations identified by the college's Student Equity data. Assisting in campus-wide efforts to develop strategies to improve the transfer rate for these students.
5. Organizing campus tours to baccalaureate-level colleges and universities and assisting with the coordination of Transfer Day/College Night.
6. Assisting in the creation and operation of technology-enhanced transfer counseling, i.e., online chats with university representatives for transfer students.

Major Responsibilities of Transfer Center Support Staff

The responsibilities of support staff working in the Transfer Center include the following:

1. Working at the front line of the Transfer Center to greet students, answer student transfer questions and refer students to Transfer Center counselors or to the Counseling Department as appropriate.

2. Publishing a calendar (both online and in print) of Transfer Center activities to inform students and the campus community of ongoing transfer activities taking place on campus.
3. Assisting students with transfer research using both online and print resources.
4. Assisting students with university applications.
5. Monitoring and tracking all incoming and outgoing TAAs, which includes maintaining a database of mailed/approved/denied TAAs and notifying students and counseling faculty of TAA status.
6. Developing communication tools to publicize Transfer Center activities to the campus, including posters, social media and any tools used on campus to promote activities.
7. Scheduling appointments for visiting university representatives and Transfer Center counselors.
8. Ordering and maintaining all transfer resource books and materials.
9. Handling all clerical support for the Transfer Center Director and Transfer Center Counselors.
10. Supervising student employees.
11. Chaperoning with the University transfer tours.
12. Assisting with maintaining and updating the Transfer Center webpage.

This collective dedication of administration, faculty, counselors and support staff to moving students from community college to four-year institutions is referred to as the "transfer culture"¹⁰. Simply put, the stronger the culture, the higher the rates of transfer. Factors contributing to a transfer culture include: counselor advisement¹¹; faculty involvement¹²; student interaction and engagement¹³; and transfer center support¹⁴.

Campus-Wide Responsibilities for the Transfer of Low-Income, Disabled and First-Generation College Students

It is essential that Transfer Center Directors and Counselors work with all existing programs on campus that serve to facilitate and promote the retention and transfer of low-income, disabled and first-generation college students. This will ensure the efficient use of resources and avoid duplication of efforts.

Activities that support low-income, disabled and first-generation college students may include the following:

1. Providing classroom presentations and transfer workshops for programs that support low-income, disabled and first-generation college students, particularly programs such as EOPS, Puente, DSPS and Umoja, as well as student clubs and organizations.
2. Making sure that low-income, disabled and first-generation college students receive transfer information.
3. Encouraging instructional components to establish tutoring and study groups in transfer-level and transfer-preparatory courses—particularly for English and mathematics courses.
4. Providing role models and mentors, such as community members, university admissions representatives and faculty, who will meet with students and encourage them to complete their transfer goals and show them various methods for funding their college education.
5. Bringing motivational speakers to campus who can address the issues of low-income, disabled and first-generation college students and who will encourage students to stay on track with their transfer goal.
6. Encouraging the development of a diverse curriculum that will support a diverse campus culture and that validates and addresses the issues that low-income, disabled and first-generation college students encounter.
7. Working with students to identify barriers to retention and transfer and developing strategies to overcome such barriers.
8. Designing programs and activities that familiarize students with the university environment.
9. Advocating for additional resources to meet the transfer needs of low-income, disabled and first-generation college students and other populations identified by the college's Student Equity data.

Transfer: Responsibilities of the Instructional Faculty

The statewide Academic Senate for the California Community Colleges has recognized transfer preparation as a responsibility of local academic senates. In recognition of the importance of a coordinated transfer effort, the report states, "Central to improving the transfer of students is the need for collaborative efforts among Transfer Center faculty and campus-wide programs and services at community college and baccalaureate institutions."¹⁵

Instructional faculty can be involved in local transfer efforts by participating in the following activities:

1. Inviting Transfer Center Directors to department meetings and to the classroom so they can better inform instructors and students of new and changing transfer requirements.
2. Encouraging transfer as an institutional responsibility and advocating for a strong transfer curriculum, Transfer Center and Articulation Office.
3. Researching articulation agreements and the lower-division curriculum of nearby university partners prior to making decisions regarding course additions and deletions from the curriculum, and encouraging the establishment and maintenance of local agreements.
4. Engaging in discipline-specific dialogues with university partners to ensure appropriate curriculum content and sequencing of courses relative to the transfer process.
5. Engaging in the design, implementation and evaluation of Transfer Center programs and activities.
6. Helping identify and referring potential transfer students to the Transfer Center or Counseling Department, making sure to include low-income, disabled and first-generation college students.
7. Reinforcing the importance of transfer through the development of classroom assignments and projects.

8. Describing for students their academic disciplines and suggesting institutions that offer strong programs in these areas of study.
9. Helping the Transfer Center stay current regarding immediate changes in the academic discipline and future changes in related career fields or industries.

Transfer: Responsibilities of Baccalaureate-Level Colleges and Universities

The support and participation of admissions staff from baccalaureate-level colleges and universities in community college transfer programs are critical to the success of these programs. University admissions staff need to work closely with Transfer Center Directors and Articulation Officers to develop and maintain a successful transfer effort.

Transfer Center staff should work with and encourage university staff in the following ways:

1. Including California Community College Transfer Center Directors and Articulation Officers in the development of all transfer programs and initiatives.
2. Establishing regular visits to regional Transfer Centers to meet with students to discuss academic options, evaluate transcripts and monitor student progress toward fulfilling transfer requirements.

3. Working with Transfer Center Directors to coordinate additional outreach needs, such as university tours, motivational or informational workshops, and inter-institutional meetings to develop, coordinate and evaluate regional transfer programs.
4. Ensuring that course and program articulation information is complete, accurate and timely, and that it covers university, departmental and major requirements.
5. Providing essential transfer information to Transfer Center Directors, including quarterly transfer numbers (the number of students who applied, were admitted, and who enrolled) to each of the community colleges, new or changing admission requirements or selection criteria, and departmental (major and program) updates.
6. Engaging in transition activities including academic advising, workshops on admissions procedures and applicant follow-up.
7. Coordinating programs and other transfer programs in collaboration with CCC Transfer Center Directors.
8. Maintaining a high level of commitment by attending the scheduled Transfer Day/College Night programs sponsored by the Intersegmental Coordinating Committee (ICC), and regional college fairs.
9. Participating in the Transfer Center Advisory Committees of regional community colleges.

INTEGRATING THE TRANSFER FUNCTION INTO THE CAMPUS AT LARGE

The transfer function is an institutional effort coordinated by the Transfer Center Director but that includes the participation and involvement of all divisions and departments throughout the college. If it is to be successfully implemented, transfer must be a shared responsibility and an integrated function.

Improving transfer must be viewed as the responsibility of the institution as a whole, including campus administration, faculty and student service programs, in cooperation with baccalaureate-level institutions. For this to occur, transfer needs to be a primary mission of the college that is actively supported by the governing board, the college president and top campus administrators in both the student services and instructional arenas. Transfer must be a shared responsibility, and transfer services should be integrated throughout the college community.

Transfer: Its Relationship to High School and Community Outreach

Many community colleges have outreach staff who are responsible for the identification and recruitment of potential community college students. These outreach efforts should be coordinated with Transfer Centers so that the community college outreach staff can distribute transfer information and materials to potential transfer students at high schools and in the community. These efforts should target all potential transfer students served by the community college district and include low-income, disabled and first-generation college students.

When meeting with high school students who are interested in attending community colleges and then transferring to a baccalaureate-level institution, outreach staff should strongly encourage students to complete their high school A–G college preparatory requirements while still in high school. Most important are the completion of A–G English and mathematics courses so that students will place into college-level English and mathematics courses upon their arrival at community college. Outreach staff

should also encourage students to take the Early Assessment Program (EAP) test while taking the College Scholastic Ability Test (CSAT) in their junior year of high school. The recent addition of “Promise” programs has placed an even greater emphasis on working with high school students. These programs guarantee free community college attendance for one year and, in some cases, for two years.

In addition to providing outreach services to students in area high schools, an effective outreach program should consider providing services to human services associations, public service organizations, religious institutions, youth groups, professional organizations, labor unions, business and industry, as well as special interest organizations. Outreach on this level results in a greater number of potential students being contacted, motivated and informed about the educational opportunities, especially transfer opportunities, available at the community college.

Transfer: Its Relationship to the Student Success and Support Process, Student Equity and the Basic Skills Initiative

The level and quality of services available to a community college student has proven to be an important factor in long-term student success, which includes the successful transfer of community college students to baccalaureate degree-granting institutions. Determination of academic competencies (assessment), familiarization with the institution (orientation), clarification of educational plans (counseling/advising), and enrollment in a course of study (admission/registration) are all services that should be provided to students to ensure student success as legislatively mandated. This sequence of services, most recently redefined via enacted legislation (SB 1456, the Student Success Act of 2012) and commonly referred to as the student success and support (previously matriculation) process, is critical to the successful transfer of community college students.

Assessment

Assessment is of particular importance to the transfer process because it immediately identifies those students who will begin their community college coursework at the college level, and those who will need to complete basic skills courses in English, reading, ESL and/or mathematics prior to enrolling in college-level coursework. Students whose assessments reveal the need for basic skills courses in English, reading, ESL and/or math will require additional time and assistance in regard to transfer. It is important that these students be identified early so they may receive immediate intervention. Assessment placement may also be useful to instructional and counseling faculty or Transfer Center Directors to identify potential transfer students or to set up interventions or tutorials to address low performance in English, reading, ESL and math. The statewide movement in acceleration is focused on addressing the placement of our students. Many students fail to complete their goals due to assessments that have been found to be inequitable. By decreasing the exit points that students face, we are able to assure better completion outcomes. Successful assessment programs encourage higher student retention and completion rates, increased number of students prepared for transfer, and increased numbers of students accessing transfer-related services.

Orientation

An important factor influencing student success is the availability of information about the college and its programs and services, including those related to transfer. Typically a student's first introduction to this information is through the college's new student orientation process. Single- or multiple-day group orientation sessions, video presentations, programs for special populations, orientation courses and summer bridge experiences have all proven to be effective ways of transmitting this information to students. It is typically through this process that most students will become acquainted with the college transfer process and related services. Orientation sessions should provide an overview of basic transfer information, including university admission

requirements, general education options and major preparation, as well as all services available that support the transfer process.

Admissions/Registration

The admissions/registration process includes the body of services that results in the student's admission to the college and subsequent enrollment in coursework. In addition, student data is collected, which can be used individually or collectively to provide higher quality education to students. Specific information collected on the college application can be useful to Transfer Center Directors. This information can include: student academic goals (or educational objectives), number of units completed, grade-point averages, transfer destinations and parents' level(s) of education.

Once a student has been accepted at a university, it is important that his or her lower-division general education requirements be certified by the last community college attended. Most often, this process occurs in the Admissions and Records Office and results in the baccalaureate-level institution receiving official word that a student has been "certified" or has completed in full the entire IGETC or CSU GE Breadth pattern of courses. Certification, though not required for admission, is recommended for most transfer students depending on their major and transfer institution, and will keep the student from having to take additional lower-division general education courses upon transfer. Students seeking an ADT are considered GE-certified upon degree award.

Transfer: Its Relationship to Counseling

Special emphasis should be placed on counseling and its importance in the transfer process. The relationship between a college's Transfer Center and Counseling Department is of paramount importance to a successful transfer effort. It is critical that the Transfer Center Director take whatever steps necessary to ensure that counselors see both the center and the director as an important resource of transfer information, without serving as a substitute for counseling services. Community college counselors play a complex role in providing counseling to all community college students regardless of whether

their academic goals are transfer, occupational or completion of certificate or basic skills programs. Counselors are responsible for a wide range of information and face severe time restraints in meeting the needs of all CCC students (most counseling appointments are limited to 30 minutes).

Transfer Center Directors should meet with counselors on a regular basis to provide informational updates on new and changing transfer requirements, to announce Transfer Center activities, and to be available as an important resource for transfer questions and problem cases. The Transfer Center Director should also forward regular transfer updates received via the statewide Transfer Center Directors distribution list to all counselors. This type of relationship between the Transfer Center Director and the Counseling Department will ensure that students receive counseling services from a well-trained and informed counseling staff. This will also allow students to be better able to establish and meet educational goals, select appropriate classes, and ultimately persist and transfer at a higher rate. It is critical that students be kept apprised of changing transfer requirements and the impact these changes might have on their educational plan.

Counseling activities related to transfer include:

1. Utilizing both electronic and printed resources to provide students with information on college and university admission requirements, selection criteria, general education requirements and major preparation.
2. Assisting students with the appropriate course selection necessary for transfer preparation, including the completion of all necessary basic skills courses.
3. Completing student educational plans (SEPs), which include the selection of major preparation and general education courses, and ensuring the completion of all transfer admission requirements.
4. Using articulation agreements to evaluate all previously attempted coursework and to make referrals to the Transfer Center when necessary.

5. Making referrals to special programs and/or services (e.g., Transfer Center, Financial Aid, DSPS, EOPS, FKCE, Veterans, etc.) as well as appropriate outside agencies.
6. Offering career and personal counseling.
7. Advising and assisting students in completing a UC TAG or an ADT for CSU transfer.
8. Collaborating with college honors programs as applicable.

Student Educational Plans

Student educational plans (SEPs) are formal documents jointly developed by the student and a counselor that detail the individual courses the student will take at the community college to complete the lower-division coursework required for his or her bachelor's degree. The plan addresses lower-division general education, lower-division major preparation and skill development needs. The Student Success and Support Program mandates that each community college student have a counselor-developed SEP.

In order for high-quality educational plans to be developed, certain information about the student is vital. Preparedness for college work, assessment test results, previous academic work, need for support services, knowledge of individual student's barriers and defined educational goals are all necessary pieces to develop an educational plan with the greatest potential for student transfer success.

Career Counseling and Goal Setting

Students attending the community college to complete lower-division work for a baccalaureate degree typically make three decisions related to transfer that, when viewed collectively, define their major educational goals: 1) the transfer institution, 2) the major, and 3) the career they ultimately wish to pursue.

The community college offers a broad range of services designed to help students make these decisions. These services, most often provided through counseling, career planning courses or workshops, and career resource centers, provide students with an opportunity to explore possible

career choices and their relevance to undergraduate studies. By offering and directing students to these services, the community college creates a climate in which students have an opportunity to acquire information to successfully make each of these critical choices. With the creation of baccalaureate degrees at the community college level, counselors now need to be able to refer students to the programs at other California community colleges. This creates an “intra-system” transfer for students.

Transfer: Its Relationship to Curriculum Development and Articulation

Curriculum

The college curriculum—a coherent body of courses that reflect the mission of the college—is of central importance to the transfer function. The curriculum is a dynamic entity, undergoing continual review and development in an effort to meet the changing needs of the students, the community and the larger society. It is the faculty’s responsibility to ensure that the transfer curriculum conveys the knowledge and develops the abilities and skills that students need to transfer and succeed at baccalaureate-level institutions.

The curriculum development process should result in a set of courses that allows a student to move effectively from skill development and lower-level courses to the completion of lower-division general education and major preparation work leading to the bachelor’s degree. The curriculum should provide sufficient breadth and depth to serve the interests and needs of a diverse student body, to allow students to grow academically throughout their lower division work and to satisfy the requirements for transfer. Assessment of the quality of the curriculum can be measured through student success at the baccalaureate institutions. When colleges are not able to offer the courses required by universities, students will leave that community college and find a college that does offer the required courses. Thus, a strong transfer curriculum creates a strong community college transfer program.

Articulation

According to the 2013 California Articulation Policies and Procedures Handbook,¹⁶ course articulation

is the process of developing a formal, written and published agreement that identifies courses (or sequences of courses) on a “sending” campus that are comparable to, or acceptable in lieu of, specific course requirements at a “receiving” campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course and received the necessary instruction and preparation and that similar outcomes can be assured, enabling progression to the next level of instruction at the receiving institution.

Collaboration between the Transfer Center Director and the Articulation Officer is critical to this process. Articulation includes, but is not limited to, the following types of agreements:

- Transferable Course Agreements (TCA)
 - includes all community college courses that can be used when adding units that will transfer to a University of California campus.
- Baccalaureate List (Bacc List) – includes all community college courses that can be used when adding units that will transfer to a California State University campus.
- General Education Breadth Agreements – includes community college courses that can be used for specific general education or breadth requirements at universities.
- Lower Division Major Preparation Agreements – includes community college courses that can be used to fulfill lower division requirements for specific majors at universities.
- Course-to-Course Agreements – identifies particular community college courses that are comparable to or acceptable in lieu of corresponding courses at a university.
- Course identification number system (C-ID) – a supra-numbering system used to facilitate the identification of comparable courses among the CCC and CSU.

Although the ultimate responsibility for evaluating the comparability of coursework lies with the instructional faculty, it is the Articulation Officer (with input from Transfer Center Directors and counseling faculty)

who initiates the dialogue between community college and university faculty. In addition to working with campus community college faculty, the Articulation Officer also works with the Articulation Officer at the university-level receiving institution. The relationship fostered among both the sending and receiving institutional faculty is critical to ensure transportability of curriculum that leads toward the successful transfer process for students. When faculty carry out this responsibility in every discipline, colleges lay the foundation of joint ownership of the transfer program between instruction and student services.

As the coordinator of the process, the Articulation Officer serves as the liaison between the office of instruction, student services and the academic departments. Dissemination of articulation information to faculty, counselors and students is the final step in the process and is accomplished through both electronic and print methods.

The following state resources can help Transfer Center Directors and staff with information on articulation:

- [Articulation System Stimulating Interinstitutional Student Transfer](http://www.assist.org) (ASSIST, www.assist.org) is California's official statewide repository of course articulation for the California Community Colleges with the UC and CSU systems.
- [The California Intersegmental Articulation Council](http://ciac.csusb.edu) (CIAC, ciac.csusb.edu) serves as a state-wide forum for Articulation Officers to meet, discuss and resolve college transfer and articulation issues; and to facilitate the progress of students between and within the segments of postsecondary education in California.

Institutional Research and Accountability

The ongoing evaluation of college-wide transfer efforts is an integral part of Transfer Center and campus operations. In addition to simply reporting increases or decreases in transfer numbers, data should be used to provide feedback to the college on the effectiveness of their transfer services and curriculum. The community college role in transfer

is primarily one of preparation, and colleges should identify ways in which student preparation for transfer can be improved.

Transfer Center Directors could work collaboratively with college's institutional research office to develop a transfer research agenda. Questions that could be asked include:

1. Are the college's transfer students representative of the overall college population? Also, are the college's transfer students representative of the community's population at large? If not, what can be done to improve these numbers?
2. Does the college curriculum across disciplines adequately prepare students for their elected majors at the university?
3. Are students who list transfer as their goal enrolling in transfer "gate-keeping" courses such as college-level English and math? If not, what can be done to improve their participation?
4. Is the college providing sufficient sections of basic skills and transfer-level English and math courses to satisfy the demand?
5. Of the students who identify transfer as their goal, how many are successful at attaining their transfer goal?

Data Collection

The collection of this data relies on the CCC Chancellor's Office, the local institutional research office and the local information systems office. The interpretation of this data and its usefulness should be considered and evaluated in concert with representatives from across the campus community.

Evaluation of transfer efforts also rests on a foundation of information collected at the baccalaureate-level campuses that, when shared with the community colleges, facilitates the evaluation of programs and services at the community college. This sharing of transfer data strengthens the professional relationship between two- and four-year professionals and results in better service to transfer students at both the sending and receiving institutions.

Currently, community colleges receive quantitative information through reports from the UC, the CSU,

and the CCC Chancellor's Office. If a comprehensive evaluation of current transfer efforts is to take place, the data contained in these reports must be supplemented by additional information, including the collection of equivalent data from California's independent colleges and universities as well as out-of-state institutions.

Data that is useful to community colleges in measuring the flow and destination of their transfer students comes in the form of aggregate reports produced each term by the universities. These locally produced and acquired reports typically include the following:

- Total number of applicants
- Total number of students admitted
- Total number of students enrolled

While more difficult to obtain, student-specific reports from universities enable community colleges to provide early intervention and to better determine the quality of their lower-division instruction.

Three student-specific reports, all requiring Family Educational Rights and Privacy Act (FERPA) consent, would be useful to community colleges:

1. The first report should include the name, student identification number and major of all applicants by community college. The report should be distributed shortly after the closing of the priority filing period for admission. This data would allow Transfer Center Directors to contact these applicants for early intervention with campus-specific counseling, transfer workshops and scholarship information. This intervention would enable applicants to be better prepared, which would result in higher admission and enrollment rates. This community college-specific report should be sent to Transfer Center Directors. (The UC provides this report in its community college data-sharing program.)

2. The second report should be published April 1 for the fall admissions cycle and would include the names and contact information for students who have been admitted. This would enable Transfer Center Directors to contact these students and facilitate their transfer to the university.
3. The third report should be published annually and would include the name, gender, ethnicity, date of birth, major and student identification number of all students enrolled by community college and would list the term of admission, class level and GPA upon admission. This would allow community colleges to identify high-demand and low-demand majors for program planning and to track the enrollment date and success of individual students from their application at the community college through to their admission at the university. This report should be sent to Chief Instructional Officers, Chief Student Services Officers and Transfer Center Directors.

Follow-Up with Students Who Have Transferred

Student surveys are another means of evaluating the success of a college's transfer function. Through the use of surveys, one administered to newly transferred students and one to students at least one year after transfer, the college can collect information about numerous transfer-related topics. These surveys should include items that allow former students to provide input about the quality of their academic preparation, their involvement with special programs (e.g., Transfer Center, EOPS, Counseling, DSPS, Tutoring Center, Puente, MESA, etc.) and their relative ease of transition. If feasible, personal interviews with these students might be a means of gathering more in-depth information about each of these items.

CONCLUSION

Since the Transfer Center Pilot Program was initiated in 1985 and mandated through Title 5, Transfer Centers have become an integral part of the daily operations of most California Community College campuses and are key to providing essential services to transfer students beyond the services provided by Counseling Departments. Since then, much has been accomplished to increase the understanding and awareness of the importance of a strong transfer function and of the role played by community college Transfer Centers.

In this new century, as higher education enrollments and competition for admission increase, it becomes even more critical to maintain access to baccalaureate degrees through community colleges. More than ever, community colleges must provide the encouragement, information and services necessary for successful transfer. It is important to continue strengthening and refining the operations of local Transfer Centers and to integrate the understanding of, and responsibility for, the transfer function throughout the campuses. Members of the campus community should understand how their work contributes to the transfer process, whether they are sending transcripts from admissions and records, teaching English, counseling students or serving as a member of the governing board.

As California's need for an educated and sufficiently trained labor force intensifies, community colleges must continue to expand their transfer programs. It is forecast that jobs requiring postsecondary education (executive, managerial, professional, technical and marketing and sales) will increase throughout the

state, while jobs requiring little or no postsecondary education (clerical, farm labor, crafts, operators and general laborers) will decline. A shift from an industrial-based society to a knowledge-based society has taken place—all Californians must learn to manage and analyze increasingly large amounts of information. Learning how to research, think critically, solve problems, perform mathematical computations, utilize technology and communicate both in writing and in speech are skills that are becoming increasingly important.

The integration of Student Success Programs and Equity Programs in helping students meet their goals of transfer is an important component to Transfer Centers. Serving students who historically have not been served continues to be the mission of the Transfer Center, and now there is more focus and emphasis, as well as resources. More now than ever, collaborations and pathways to transfer are critical in the attainment of a baccalaureate degree.

In order to help students realize their educational goals and acquire the requisite skills, community colleges must continue to collaborate with UC, CSU, California's independent colleges and out-of-state universities to refine the transfer process and to encourage the attainment of baccalaureate degrees. The transfer function of a community college's student must begin as soon as the student steps onto the CCC campus. It must also be supported and strengthened to serve the increasing number of students who want to transfer to a baccalaureate-level institution and to address the challenges these students face.

ENDNOTES

1. Public Policy Institute of California, *Will California Run Out of College Graduates?* San Francisco: PPIC, October 2015.
2. Lumina Foundation, *Lumina Foundation Strategic Plan for 2017 to 2020*. Indianapolis: Lumina Foundation, April 2017.
3. Liaison Committee of the State Board of Education and The Regents of the University of California, *A Master Plan for Higher Education in California, 1960–1975*. Sacramento: California State Department of Education, 1960.
4. California Community College Chancellor's Office, "[Student Success and Support Program](#)" (SSSP, formerly Matriculation, extranet.cccco.edu/Divisions/StudentServices/Matriculation.aspx).
5. California Community College Chancellor's Office, "[Student Equity](#)" (extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx).
6. California Community Colleges Board of Governors, "[Student Success Scorecard](#)" (scorecard.cccco.edu/scorecard.aspx).
7. A 2002 informal survey of students who utilized Transfer Center resources at Los Angeles Mission Community College found that 85% sought information and help with the transfer process. Of those, 58% sought help with their applications for transfer and 44% sought evaluation of their previous college transcripts.
8. Transfer and Retention of Urban Community College Students (TRUCCS), *Transfer Center Stories: A Mission, A Plan, or Missed Opportunities*, 2005. (TRUCCS is funded by Lumina Foundation Grant #1415.)
9. Harmon, J. *Toward Increasing Student Success: Transfer as an Institutional Commitment*. Sacramento: Academic Senate for California Community Colleges, 1996.
10. Wassmer, Robert, Colleen Moore & Nancy Shulock, "A quantitative study of California community college transfer rates: Policy implications and a future research agenda." *Research in Higher Education* 45:6. Sacramento: CSU Sacramento, Institute for Higher Education Leadership & Policy, 2004.
11. *Ibid.*
12. Cuseo, Joseph, "Objectives and benefits of senior year programs." In *The Senior Year Experience: Facilitating Integration, Reflection, Closure, and Transition*, J.N. Gardner & G. Van der Veer (eds.), 301–302. San Francisco: Jossey-Bass Publishers, 1998.
13. Shulock, Nancy, and Colleen Moore, *Rules of the Game: How State Policy Creates Barriers to Degree Completion and Impedes Student Success in the California Community Colleges*. Sacramento: Institute for Higher Education Leadership and Policy, 2007.
14. Zamani, EM, "Institutional responses to barriers to the transfer process." *New Directions for Community College* 114 (Summer 2001). San Francisco: Jossey-Bass, 15–24.
15. Harmon, *ibid.*
16. California Intersegmental Articulation Council, [California Articulation Policies and Procedures Handbook](#) (ciac.csusb.edu/documents/CIAC_Handbook_Spring_2013.pdf).
17. Minicucci, Catherine, Paul Berman & Daniel Weiler, *An Evaluation of the Transfer Center Pilot Program*, Vols. 1 & 2. Berkeley: BW Associates, August 1989.

APPENDIX A: HISTORY

Transfer Center Pilot Program (1985)

The intersegmental Transfer Center Pilot Program (Fall 1985–Fall 1989) was initiated as a means of bringing form to the transfer function on community college campuses and as a cooperative means of improving transfer to the University of California (UC), the California State University (CSU) and the independent colleges and universities statewide. Enhancing access for historically underrepresented students to a baccalaureate degree was of particular importance as well, and these students were targeted to receive focused transfer services.

The 1985 State Budget included \$3.37 million to fund the first year of a three-year pilot program in which the California Community Colleges (CCC), UC and CSU would cooperate to establish up to 20 Transfer Centers. In 1985-86, an intersegmental Transfer Center Pilot Program was initiated at 20 community colleges and universities.

AB 1725 Funding Provided to Expand Transfer Center Pilot (1988)

With the passing of Assembly Bill 1725 (Chapter 973, Statutes of 1988), the California Community Colleges were provided with new direction and support for the transfer function. AB 1725 acknowledged the comprehensive mission of the community colleges and for the first time established priorities. Specific emphasis was placed on improving the transfer function and removing barriers to transfer.

Berman-Weiler Evaluates Transfer Center Pilot (1989)

An evaluation of the Transfer Center Pilot Program by Berman-Weiler Associates¹⁷ was completed in the fall of 1989. The evaluation reviewed the degree to which community colleges and baccalaureate-level institutions successfully implemented Transfer Centers and measured the effectiveness of the project in terms of percentage increases in transfers to the four-year systems. The evaluation found

that the Transfer Centers had clearly fulfilled their objectives in terms of the goals and expectations of the project's intersegmental implementation plan, and found that state-funded Transfer Center colleges increased the number of students transferring to UC that fall by approximately 30 percent.

In October 1990, the California Community College Chancellor's Office published *A Plan for Implementing Transfer Centers – Recommended Program Guidelines*, which recommended a minimum annual budget of \$115,000 for Transfer Centers at all California Community Colleges with over 3,000 full-time equivalent students (FTES).

Transfer Center Funding (1990)

In the 1990–91 academic year, the California Legislature allocated \$4.365 million in program improvement funds to be specifically directed toward the development and/or ongoing operations of Transfer Centers statewide. Small colleges (fewer than 3,000 FTES) were originally allocated \$37,095 each; larger colleges (more than 3,000 FTES) received \$64,240 each. The project was categorically funded for the first year only. After that, districts or colleges were free to decrease, supplant or supplement the funds intended for, but no longer categorically allocated to, Transfer Centers. This reflected opposition to categorical funding in favor of local college budget flexibility. As a result, Transfer Center funds were rolled into the districts' and colleges' base apportionment beginning in the 1991–92 academic year. Note: Using inflation conversion factors, the equivalent 2017 dollar amounts would be \$69,460 for small colleges and \$116,543 for medium to large colleges.

Currently, there is no uniform or minimum level of funding dedicated to Transfer Centers and/or the mission of transfer in the community college system. Depending on the local colleges' or districts' priorities, some Transfer Centers enjoy consistent fiscal support while others do not. Transfer Center

counseling faculty and local Academic Senates have articulated at public discussions and conferences that the subsequent lack of consistently designated fiscal resources has resulted in reduced funding for Transfer Centers and has seriously hindered the development, implementation and expansion of Transfer Center programs.

Senate Bill 121 (1991)

Senate Bill 121 (Chapter 1188, Statutes of 1991) outlined desirable improvements in the operation of the transfer function in California public higher education. It established that a strong transfer function is the responsibility of the University of California, the California State University and the California Community Colleges and underscored the importance of the three systems working together to ensure the smooth transition and educational goal completion of California's transfer students. Among its major provisions, the bill:

- Called upon the California Community Colleges, the California State University and the University of California to develop a common core of general education courses.
- Required the governing boards of the three public systems to develop and implement formal system-wide articulation and transfer agreement programs.
- Mandated the CCC Board of Governors, community college districts and individual community colleges to provide sufficient services (transfer centers, special counseling, program and administrative coordination, etc.) in order to "affirmatively seek out, counsel, advise, and monitor the progress of potential and identified community college transfer students."
- Directed the community colleges to give preference in transfer services to students from underrepresented backgrounds and economically disadvantaged families.

Minimum Program Standards (1991)

In July 1991, Minimum Standards for Transfer Centers (Section 51027 of Title 5) were adopted by

the Board of Governors. Minimum program standards required the governing board of each community college district to recognize transfer as one of its primary missions and to place an emphasis on the preparation and transfer of underrepresented students. Additionally, each district was to develop and adopt a transfer center plan that would describe the activities of the transfer center and the services to be provided to students. Initial plans to implement minimum standards were to be directed toward, but not limited to, five areas: services to be provided to students, facilities, staffing, advisory committees, and evaluation and reporting.

A Chancellor's Office survey report titled "Transfer Centers: Implementing Minimum Program Standards," published in July 1995 (see Appendix D, "Useful Links"), summarizes the findings submitted by 99 California Community Colleges in response to a survey addressing the five areas cited above.

Transfer Center Directors Association (1994)

In May 1994, the California Community College Transfer Center Directors formed the Transfer Center Directors Association (TCDA) in support of the California Master Plan for Higher Education and to establish support for a strong transfer function within California.

The New Basic Agenda (1996)

In 1996, the CCC Board of Governors issued *The New Basic Agenda: Policy Directions for Student Success* as a guide for policy making. The agenda reflected a substantial commitment to student learning and student success.

In the agenda, the board identified the maintenance of a quality transfer function as an important element of the comprehensive mission of the community colleges. The board committed to improving the processes that enable students to succeed in lower-division courses so they will make a smooth transition to upper-division courses. Activities supported in the agenda include refining the core lower-division curriculum, expanding course articulation agreements, devising common course designations, and working with the universities to establish common and consistent eligibility and admissions criteria.

Proposition 209 (1996)

Proposition 209, approved by voters in November 1996, amended the state constitution to prohibit state governmental institutions from considering race, sex or ethnicity, specifically in the areas of public employment, public contracting and public education.

The proposition has been interpreted in various cases since it was passed in 1996. As a result of the interpretations, the CCC Chancellor's Office published a legal review of CCC-related affirmative action programs on September 14, 1995, while Proposition 209 was being debated. The report's conclusion for transfer centers was that since the applicable regulation is to promote equal opportunity and not preferences to any racial or ethnic group, the regulation is acceptable.

SB 1785: Lower Division Transfer Patterns Project (2005)

This bill required the California State University system to reach agreement on a common lower-division pattern of 60 units for each high-demand baccalaureate program major consisting of 39 units of GE, 6 units of major preparation and 15 locally determined transfer units. This project was suspended in the fall of 2009.

SB 1440: The Student Transfer Achievement Reform Act (2010)

The bill created an Associate Degree for Transfer (ADT) that guarantees admission with junior standing to the CSU system.

SB 440, a follow-up bill to SB 1440, introduced by Senator Padilla in 2013, expressed findings and declarations of the legislature relating to timely progression from lower-division coursework to degree completion. Signed into law, the legislation requires community colleges to create an ADT in every major and area of emphasis offered by that college for any approved statewide Transfer Model Curriculum (TMC) as prescribed, thereby imposing a state-mandated local program.

The legislation also requires the California State University to develop an admissions redirection process for students admitted pursuant to the Student Transfer Achievement Reform Act who apply for admission to the California State University but are not accepted into the campuses to which they specifically applied. Finally, the legislation requires the California Community Colleges and the California State University, in consultation with specified parties, to develop a student-centered communication and marketing strategy in order to increase the visibility of the ADT pathway for all students in California.

SB 1456: Student Success Act of 2012

Based on the recommendations of the Student Success Task Force, SB 1456 refocused matriculation. This bill incentivizes funding through student success measures such as orientation, education plans, assessment and follow-up, and encourages colleges to work with students to establish directed goals early. Funding for this initiative was distributed in the fall of 2013. This act is known as the Student Success and Support Program (SSSP).

SB 850: Pilot for California Community College Bachelor's Degree Programs (2014)

The California Community Colleges Board of Governors approved 15 colleges to develop bachelor's degree programs offered through the community colleges. The 15 programs were selected based on diversity of programs, geographic distribution, and ability to establish a rigorous curriculum and meet an unaddressed local or statewide need. This pilot of the 15 programs is scheduled to be reviewed in 2018 and again in 2022.

SB 769: An update to SB 850, this bill, introduced during the 2017–18 session year, extends the operation of the statewide baccalaureate degree program until July 1, 2029, and no longer requires a student to complete his/her degree by 2022–23 academic year. This bill also increases the number of programs from 15 to 25.

California Community College Academic Senate Resolutions

The Academic Senate for California Community Colleges has held a long-standing commitment to increasing the number of students transferring to baccalaureate-level institutions. The Academic Senate adopted the recommendations of a 1996 paper written by Jill Harmon of Fresno City College, ["Toward Increased Student Success: Transfer as an Institutional Commitment."](#) This paper emphasized the role of local Academic Senates in representing the collective wisdom of the faculty of their colleges in advancing the institution's transfer goals.

With new legislation and new initiatives come changes in operation that could ultimately impact our transfer practices. It is crucial to stay on top of upcoming legislation and resolutions to not only enhance the transfer culture but to ensure advocacy on behalf of the community college students. Find information on [Governmental Relations Policy in Action](#) at californiacommunitycolleges.cccco.edu/PolicyInAction.aspx.

[Academic Senate Resolutions](#) can be found at www.asccc.org/resources/resolutions.

Other Initiatives Relating to Transfer

Fall 2008—During the 2008 TCDA Conference, after brainstorming and discussing ideas to revitalize TCDA, a small task force was formed to research and provide information concerning the feasibility of merging with the Western Association for College Admission Counseling (WACAC). In particular, the task force was interested in an avenue for increasing the exposure of transfer issues within a wider organization while maintaining the general construct of TCDA.

Fall 2009—TCDA became part of the WACAC as an ad hoc Community College Transfer Issues Committee for a period of three years. During this time, the benefits of this new committee were evaluated in conjunction with TCDA's ability to maintain its current efforts as outlined within its constitution.

Fall 2010—University of California introduced a common [Transfer Admission Guarantee](#) (TAG) online application system. Based on feedback from users, this site has undergone revisions to include a transfer admission planner, counselor ability to evaluate coursework, and communications tools.

Spring 2012—The CCC Transfer Center Directors voted to join WACAC on a permanent basis.

Summer 2014—Student Equity Plan (SEP): In 1991, the California legislature stated that all public institutions provide educational equity "through environments in which each person... has a reasonable chance to fully develop his or her potential" (Education Code §66010.2c). The CCC Board of Governors adopted a student equity policy to ensure that historically underrepresented groups have equal opportunity for access; course, basic skills, degree and certificate completion; and transfer to baccalaureate degree-granting institutions. In June 2014, the Governor and legislature specified additional student populations that must be addressed in equity plans (Education Code §78220-28221). Each community college is required to submit a [Student Equity Plan](#) to the Chancellor's Office.

Fall 2014—Priority Registration as part of SSSP:

Colleges began offering priority registration to students who were fully matriculated and had completed orientation and assessment and had developed an education plan, in addition to continuing students who were in good academic standing with less than 100 units. This was designed to ensure class availability to students who were transferring, seeking a degree, or participating in job training.

Fall 2015—Institutional Effectiveness: The Chancellor's Office established an Institutional Effectiveness division to identify and scale-up effective practices and provide technical assistance and support to colleges. The initiative identified a need for coordinated and thought-out delivery of practices that span all aspects of the system including transfer, and the Chancellor's Office issued the *Report of the Launching of the Institutional Effectiveness Partnership* (see Appendix D, Chancellor's Office reports).

Fall 2015—Introduction of UC Transfer Pathways:

UC Transfer Pathways provide students with roadmaps to 21 of the most popular majors at any UC campus. Each pathway outlines a set of courses students should take to be competitive in one of the 21 available majors at any of the nine undergraduate UC campuses.

Fall 2016—Integration and Alignment of SSSP, SEP and Basic Skills Initiative (BSI): Individual plans for SSSP, SEP and BSI were put on hold as discussions began to align the three plans and ultimately write up one single plan that addresses SSSP, SEP and BSI. Colleges were encouraged to have dialogues on common goals and data and to consider alignment of other plans.

Fall 2016—Guided Pathway Project: Guided

Pathways is a framework that helps students stay on the path toward their ultimate goal and earn certificates and/or degrees. The project helps colleges clarify these pathways for the students. Initially between 15–20 colleges will be selected for this pilot, with implementation planned for 2019. While still in a very early stage, this initiative could impact transfer pathways and Transfer Center programs. Recent developments are posted on the [Foundation for California Community Colleges](http://www.fccco.org) website.

APPENDIX B: ORGANIZATIONAL OVERVIEW: COMMUNITY COLLEGE TRANSFER

Board of Governors

The Board of Governors of the California Community Colleges sets policy and provides guidance for the 72 districts and 114 colleges that constitute the system. The 17-member board, appointed by the governor, formally interacts with state and federal officials and other state organizations. The Board of Governors selects a chancellor for the system. The chancellor, through a formal process of consultation, brings recommendations to the board, which has the legislatively granted authority to develop and implement policy for the colleges. Additionally, each of the 72 community college districts in the state has a locally elected Board of Trustees, responsive to local community needs and charged with the operations of the local colleges.

The formal consultation process allows the massive community college system to advise the chancellor, who makes recommendations to the Board of Governors on matters of policy. The purpose of the consultation process is to strengthen a system of communications and to develop and review policy to ensure the quality and effectiveness of college operations and programs.

The Consultation Council consists of the chancellor of the California Community Colleges and two chief executive officers, two faculty members, two Student Senate members, a chief business officer, a chief student services officer, a chief instructional officer, a chief human resources officer, and representatives from community college organizations.

CCC Chancellor's Office

The Chancellor's Office of the California Community Colleges is the administrative arm of the Board of Governors. The Chancellor's Office is responsible for carrying out the legislative mandates imposed on the Board of Governors to provide leadership and policy direction in the continuing development of the California Community College system. Among its charges are:

- establishing minimum academic and personnel standards;
- evaluating and reporting on the fiscal and educational effectiveness of the 72 districts;
- conducting research and providing appropriate information services;
- providing representation, advocacy and accountability for the colleges before state and national legislative and executive agencies; and
- administering fiscal support programs (both operational and capital outlay).

The Chancellor's Office divides its workload among several divisions: College Finance and Facilities Planning; Academic Affairs; Economic and Workforce Development; Governmental Relations and External Affairs; Legal Affairs; Internal Operations; Technology, Research and Information Services; and Student Services and Special Programs. The Transfer and Articulation Unit is under the auspices of the Student Services and Special Programs Division.

The Academic Senate for California Community Colleges

The Academic Senate of the California Community Colleges was ratified by local academic senates in 1969 to represent the faculty of California's community colleges in system-wide governance processes. Since 1978, the Board of Governors' Title 5 regulations, board policies, standing orders and executive orders on consultation have established the Academic Senate as the representative of the faculty on academic and professional matters.

The Academic Senate holds two sessions per year that bring together local academic senates to discuss, debate and, through a legislative-style resolution procedure, take faculty positions on academic and professional matters. The elected executive committee meets monthly to advance positions adopted at the sessions, carry out duties as

assigned to the executive committee or its standing committees by the session, participate in the Board of Governors' consultation process, and respond to legislative requests of the faculty.

California Education Round Table Intersegmental Coordinating Committee

The California Education Round Table, composed of the leaders of the five educational systems and the California Postsecondary Education Commission, established the Intersegmental Coordinating Committee (ICC, formerly the Intersegmental Coordinating Council) in 1987. Its purpose is to ensure that individuals from all groups and socioeconomic backgrounds have full opportunities for quality education. The ICC assists the round table by overseeing and coordinating the wide range of intersegmental programs and activities undertaken by the five educational systems to carry out broad objectives of the round table. In assuming that responsibility, the ICC not only ensures a high level of accountability for the success of intersegmental efforts but also links California's educational systems together in a way that makes it more effective in encouraging the progress of students through the system.

In conducting its work, the ICC relies heavily upon standing and ad hoc subcommittees composed of faculty, students and staff from each of the educational systems. Currently there are three standing subcommittees of the ICC: Subcommittee on K-16 Curricular Issues; Subcommittee on Outreach, Admission and Transfer; and Subcommittee on Intersegmental Applications of Information Technology. These groups bear a critical responsibility for the substance of intersegmental cooperation.

Western Association for College Admission Counseling

WACAC serves as the professional organization for Transfer Center Directors in California Community Colleges.

In Spring 2012, the ad hoc subcommittee of WACAC voted to join WACAC on a permanent basis, at the same time permanently dissolving the Transfer

Center Directors Association (TCDA). It is the mission of the WACAC to support and advance the work of counseling and enrollment professionals from California and Nevada as they help all students realize their full potential, with emphasis on freshman and transfer transitions to higher education and attention to access and equity for all students.

As an organization of leaders in college admission counseling, WACAC:

- Advocates for student rights in the college-selection process.
- Promotes and upholds its code of ethics, "The Statement of Principles of Good Practice," formulated by the [National Association for College Admissions Counselors](#) (NACAC).
- Encourages the participation of traditionally underrepresented, underserved populations in postsecondary education and in the profession.
- Offers professional development opportunities that meet its members' needs.
- Provides access to research and resources that benefit its members.

Members of WACAC include secondary, postsecondary and independent counselors working at public, private and parochial schools, colleges and universities in California and Nevada, as well as others concerned with supporting the transition from high school to college.

California Intersegmental Articulation Council

The California Intersegmental Articulation Council (CIAC) is a voluntary, professional organization of postsecondary articulation personnel consisting of a Northern and Southern California Council (NCIAC and SCIAC). The purpose of CIAC is to serve as a statewide forum for the discussion and resolution of transfer, articulation and curricular issues and concerns.

The aim of CIAC is to facilitate the progress of students between and among the systems of postsecondary education in California. It provides channels of communication among the

postsecondary systems and promotes the role, functions and support of articulation by working with the system-wide office, statewide faculty senates and member institutions.

Membership to CIAC is open to any college or university in California that is accredited, or is a candidate for accreditation, by a regional accrediting agency such as the Western Association of Schools and Colleges. Transfer Center Directors have found it very beneficial to participate in the CIAC listserv.

APPENDIX C: TITLE 5 REGULATIONS

Section 51027 as read in Title 5, Part VI of the California Code of Regulations:

Section 51027. Transfer Centers: Minimum Program Standards

(a) The governing board of each community college district shall recognize transfer as one of its primary missions, and shall place priority emphasis on the preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian, disabled, low-income and other students historically and currently underrepresented in the transfer process.

(b) Each community college district governing board shall direct the development and adoption of a Transfer Center Plan describing the activities of the transfer center and the services to be provided to students, incorporating the provisions established in these standards, as outlined below. Plans shall identify target student populations and shall establish target increases in the number of applicants to the four-year segments from these populations, including specific targets for increasing the transfer applications of those underrepresented among transfer students. Plans shall be developed in consultation with four-year college and university personnel as available.

Plan components shall include, but not be limited to: services to be provided to students; facilities; staffing; advisory committee; and evaluation and reporting.

(1) Required Services. Districts shall:

(A) Identify, contact and provide transfer support services to targeted student populations as identified in the Transfer Center Plan, with a priority emphasis placed on African-American, Chicano/Latino, American Indian, disabled, low-income and other underrepresented students. These activities shall be developed and implemented in cooperation with student services departments and with faculty.

(B) Ensure the provision of academic planning for transfer, the development and utilization of transfer admission agreements with four-year institutions where available and as appropriate, and the development and utilization of course-to-course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, with faculty and with four-year college and university personnel as available.

(C) Ensure that students receive accurate and up-to-date academic and transfer information through the provision of coordinated transfer counseling services.

(D) Monitor the progress of transfer students to the point of transfer, in accordance with monitoring activities established in the Transfer Center Plan.

(E) Support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring, financial assistance, and counseling, and other instructional and student services on campus as appropriate.

(F) Assist students in the transition process, including the timely completion and submittal of necessary forms and application.

(G) In cooperation with four-year college and university personnel as available, develop and implement a schedule of services for transfer students to be provided by four-year staff.

(H) Provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to four-year colleges and universities, and related transfer information.

(2) Facilities. Each district governing board shall designate a particular location on campus that is readily identifiable and accessible to students, faculty and staff as the focal point of transfer functions.

- (3) Staffing. Each district governing board shall ensure that staff is assigned to coordinate the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with four-year college and university personnel. Clerical support for the transfer center shall also be provided.
- (4) Advisory Committee. An advisory committee shall be designated to plan the development, implementation, and ongoing operations of the transfer center. Membership shall be representative of campus departments and services. Four-year college and university personnel shall be included as available.

- (5) Evaluation and Reporting. Each district governing board shall include in its Transfer Center Plan a plan of institutional research for ongoing internal evaluation of the effectiveness of the college's transfer efforts, and the achievement of its Transfer Center Plan.

Each community college district shall submit an annual report to the Chancellor describing the status of the district's efforts to implement its transfer center(s), achievement of transfer center plan targets and goals, and expenditures supporting transfer center operations.

APPENDIX D: USEFUL LINKS

The following links may prove useful as colleges work to develop and enhance their transfer efforts.

[Associate Degree for Transfer \(AA-T/AS-T\)](#)

adegreewithaguarantee.com

[SB 1440 — Associate Degrees for Transfer](#)

www.sb1440.org

[Academic Senate for California Community Colleges](#)

www.asccc.org

[Chancellor's Office Reports](#)

californiacommunitycolleges.cccco.edu/ChancellorsOffice/ReportsandResources.aspx

[Legislative Analyst's Office Reports](#)

www.lao.ca.gov/laoapp/laomenus/sections/education.aspx

[Student Success Initiative](#)

californiacommunitycolleges.cccco.edu/PolicyinAction/StudentSuccessTaskForce.aspx

[Transfer Data Resources](#)

extranet.cccco.edu/Divisions/StudentServices/Transfer/Resources/TransferData.aspx

[Data Mart](#)

datamart.cccco.edu/datamart.aspx

[Transfer Counselors Website](#)

ccctransfer.org

[UC Transfer Pathways Information](#)

admission.universityofcalifornia.edu/counselors/q-and-a/transfer-pathways/index.html

[Western Association for College Admission Counseling \(WACAC\)](#)

www.wacac.org