

Chancellor's Office California Community Colleges



*Transfer Center Report
Results for Academic Year 2021-22*

Contents

Introduction.....1

At a Glance.....2

Section 1: Status and Plan.....4

Section 2: Transfer Center Facility.....7

Section 3: Transfer Student Services.....11

Section 4: Administration.....15

Section 5: Challenges.....20

Section 6: Expenditures.....27

Introduction

Transfer Center information presented within this report is an aggregation of annual reporting to the California Community Colleges Chancellor's Office by community college Transfer Center Directors. California Title 5 Section 51027 regulation requires the governing board of each community college district to recognize transfer as one of its primary missions. The regulatory section further describes program components that include transfer services, facilities, staffing, an advisory committee, evaluation and reporting requirements for the transfer program. The regulatory section then requires each community college district to 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. At the close of the 2021-22 reporting cycle, ninety-seven colleges submitted the required report to the Chancellor's Office.

This report does not include the colleges listed below who did not certify a report by the reporting deadline. Included in this list are three colleges who are waived of reporting for 2021-22, as they are participating in a streamlined reporting pilot project. A notation of (P) is next to those colleges who participated in the pilot.

Alameda College	Mount San Antonio College
Berkeley City College	Norco College (P)
Columbia College	Rio Hondo College
Contra Costa College	Riverside City College (P)
Feather River College	Sacramento City College
Gavilan College	San Diego Miramar College
Las Positas Community College (P)	Sierra College
Los Angeles City College	Taft College
Los Angeles Trade-tech College	Yuba College

Continuing with a format implemented several years ago, the transfer center report is presented alongside data from previous years to show comparison. The report provides a rolling five-year history for each response, and will continue to do so for questions that remain active. Also, unless otherwise noted, data throughout this report is by percentage to provide a consistent year-to-year comparison regardless of the number of responses. This report is not structured to determine the underlying issues influencing the ratings; however, it does provide a simple evaluation of the transfer center functions in the many areas required for student transfer success, from which opportunities can be further investigated and improved through successful intervention.

Please direct questions about this report to Bob Quinn, Community College Program Assistant, Educational Services & Support Division, CCCCO, at bquinn@cccco.edu.

At a Glance...

- 96 percent of colleges have an active transfer center plan, with 53 percent of the colleges updating the plan annually, and 43 percent updating the plan every three years or more.
- 84 percent of the colleges report that the transfer center plan has undergone a program review, and of those, 77 percent are standalone reviews.
- 70 percent of colleges report that dedicated funding supports their transfer center plan.
- 32 percent of transfer centers are dedicated facilities and 66 percent are co-located. Of the co-located centers, 59 percent share space with a Career Center and 49 percent share a space with the General Counseling Center.
- 12 percent of transfer centers report having a satellite location.
- 87 percent of transfer centers are on a 12-month schedule, 6 percent are on an 11-month schedule, and 5 percent are on a 10-month schedule.
- 34 percent of transfer centers are open more than 40 hours per week, 59 of transfer centers are open 30-40 hours per week.
- 61 percent of transfer centers offer evening hours. 4 percent of transfer centers offer weekend hours. 36 percent of transfer centers are open four days each week in the evening, a decrease of 10 percent from the previous year.
- Transfer centers averaged 7,000 student contacts (in-person and virtual) this reporting year, an increase from 5,953 the previous year.
- Transfer centers provided an average of .3 college/university field trips, reflecting a downward trend the past five years.
- An average of 8.1 (90%) UC campuses attended fall transfer day fairs when held by a college transfer center, along with an average of 12.4 (54%) CSU campuses.
- 40 percent of transfer center directors are full time, up 6 percent from the previous year. 33 percent are at least one-half time.
- 75 percent of transfer center directors are faculty, and 67 percent of transfer center directors have served in their role four years or more. 22 percent of transfer center directors have served two years or less. The length time in position increased significantly from the previous year.
- 45 percent of transfer center directors are on a 12-month schedule, 25 percent on an 11-month schedule, and 23 percent on a 10-month schedule.

- The average transfer center has 1.4 Full Time Equivalent (FTE) staff support, excluding the director and counselors dedicated to the transfer center. This is unchanged from the previous year.
- The average transfer center has 1.4 FTE dedicated counselors, excluding the director. This is trending upward over the previous 4 years.
- 72 percent of transfer center directors report to the dean of counseling; 13 percent report to the Chief Student Services Officer (CSSO).
- 84 percent of transfer center directors are directly involved with college decision making.
- When asked to rank transfer center operational barriers, choosing from staffing, information, budget and facilities/equipment categories, staffing continues to be the top ranked barrier at 76 percent, followed by the need for additional operational funding.
- \$371,687 is spent on average per college annually for transfer center operations, reflecting an upward trend the past five years.
- 66 percent of revenue comes from the general fund, 19 percent from Student Equity Achievement (SEA) funds.

Section 1: Status and Plan

1. Does your college have an active Transfer Center Plan?

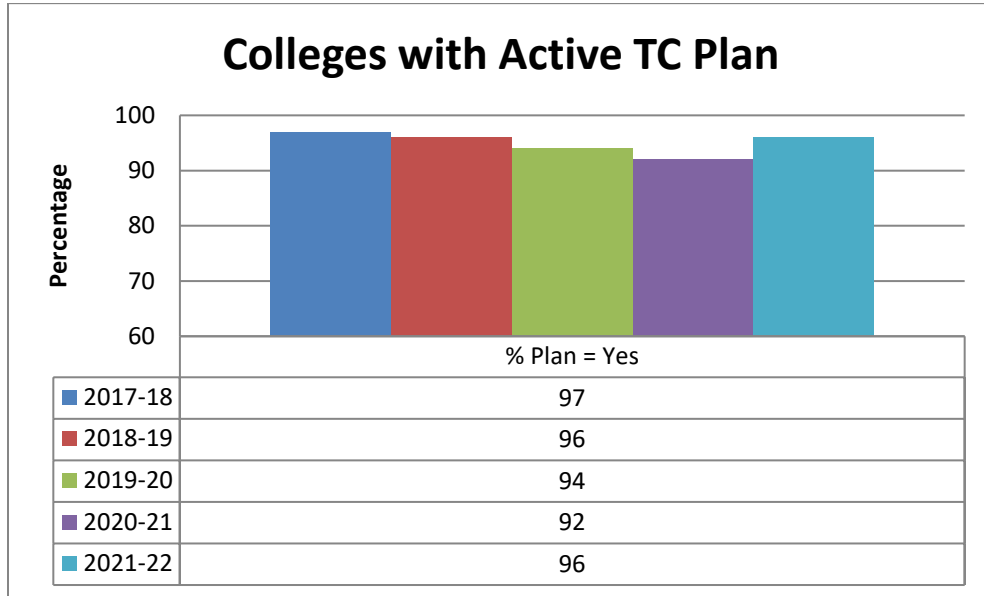


Figure 1

2. If yes, how frequently is the transfer center plan updated?

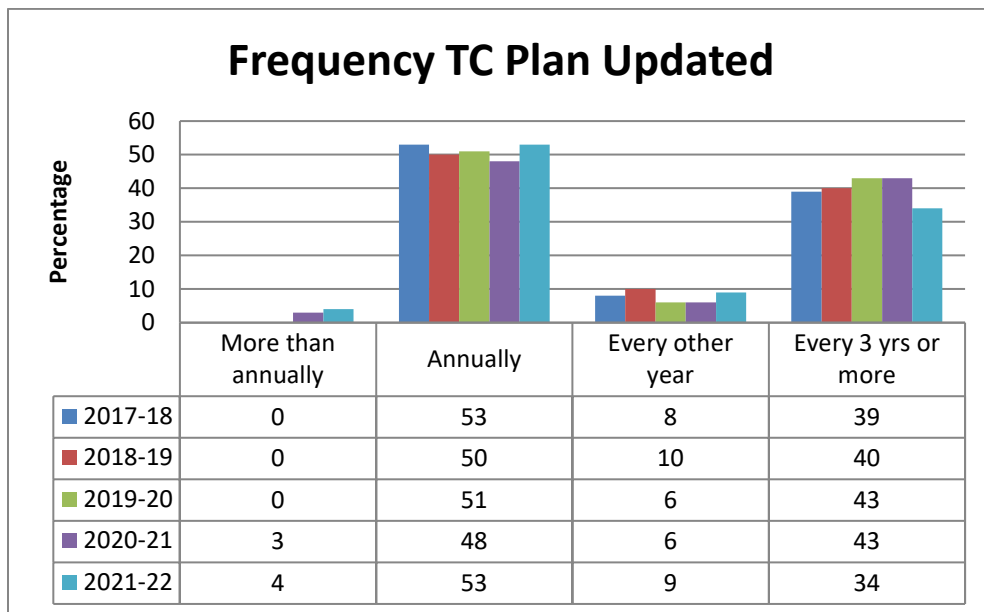


Figure 2

3. If yes, is the plan supported with dedicated funding?

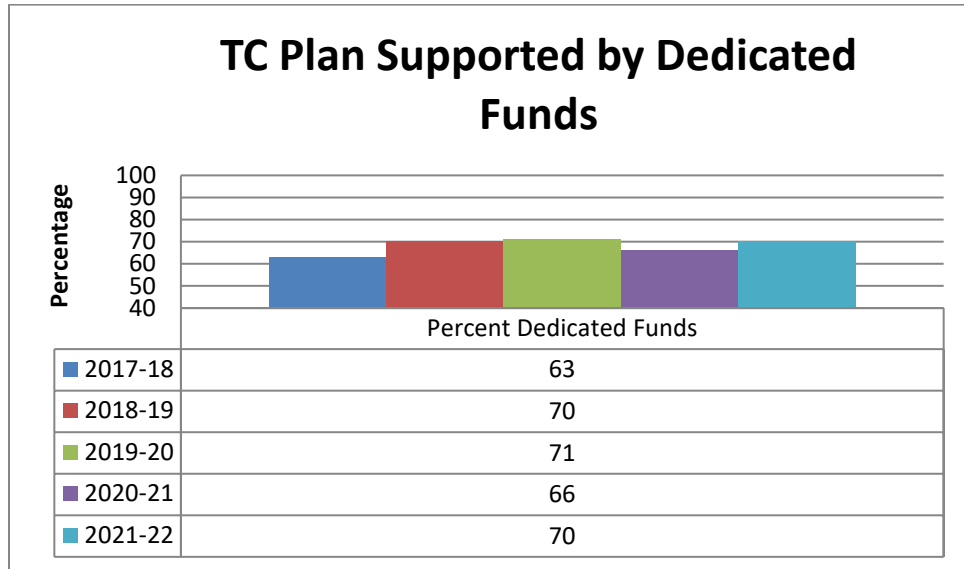


Figure 3

4. Has the transfer center undergone program review?

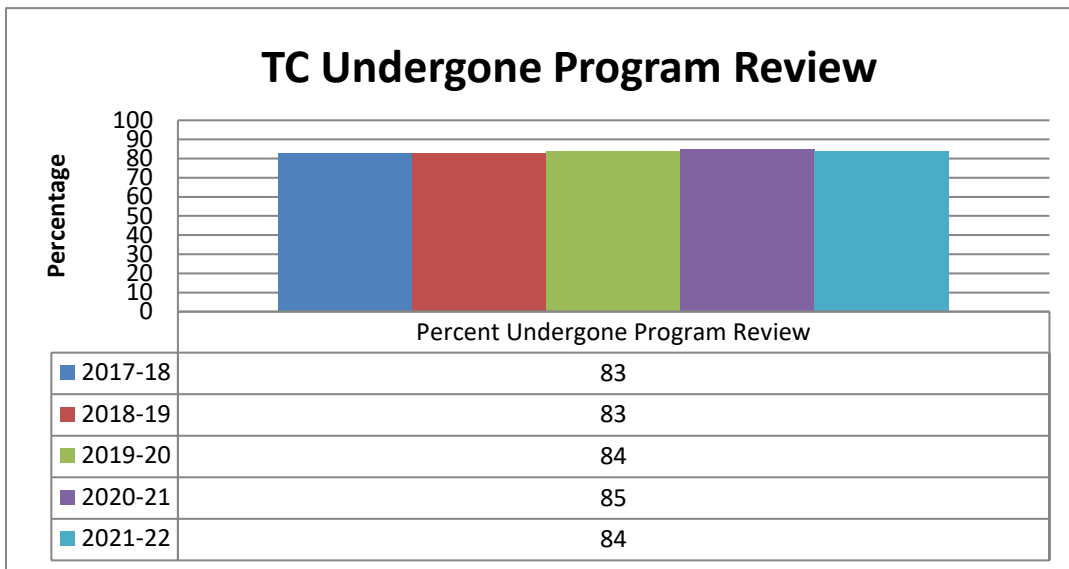


Figure 4

5. Is the transfer center a standalone program review?

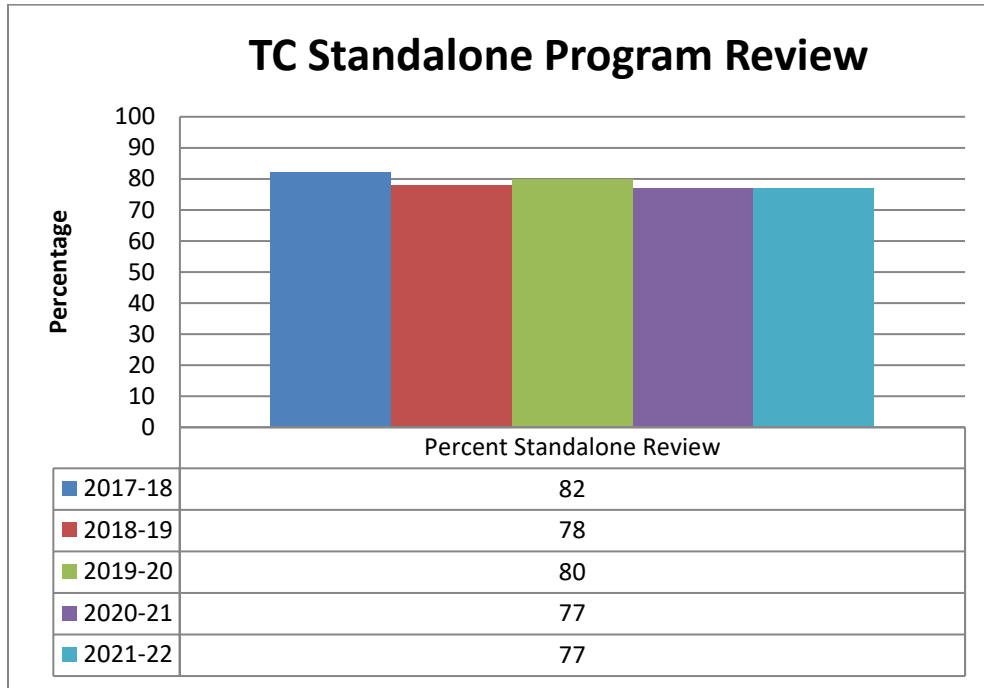


Figure 5

Section 2: Transfer Center Facility

1. Is your transfer center dedicated, co-located, or no transfer center exists?

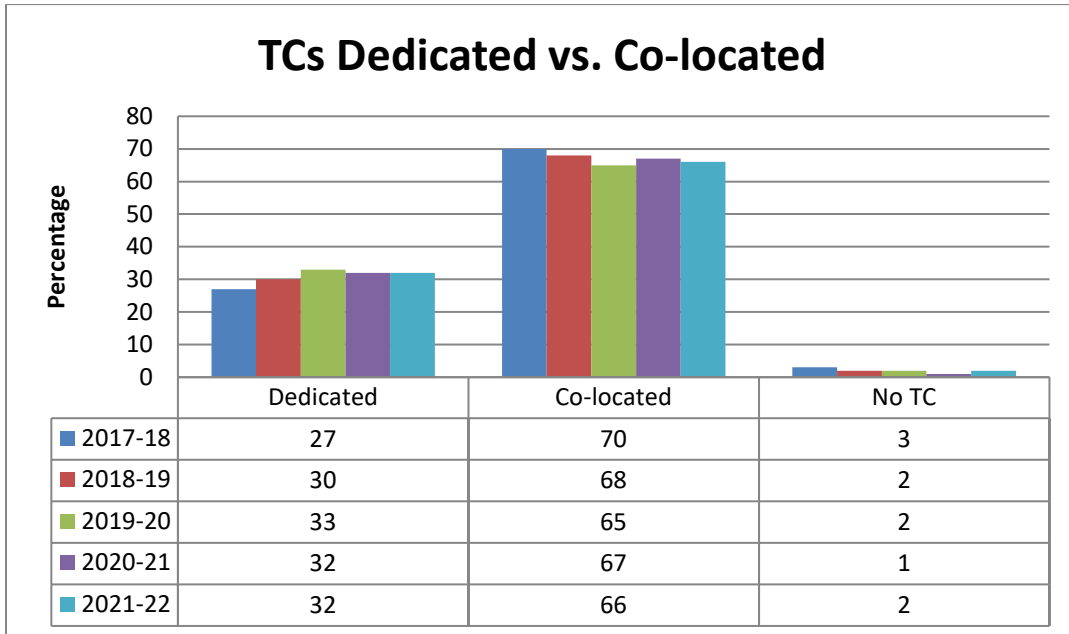


Figure 6

2. If co-located, where?

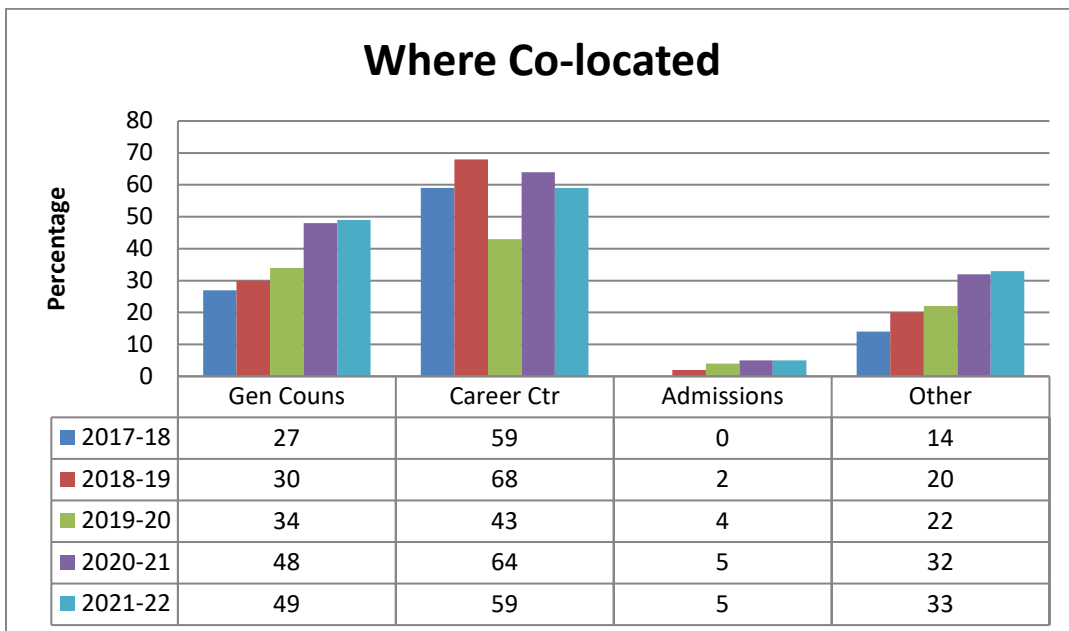


Figure 7

Note, the sum of individual responses in Figure 7 is greater than 100 percent across categories due to the ability to make multiple selections.

3. Does your transfer center have a satellite location?

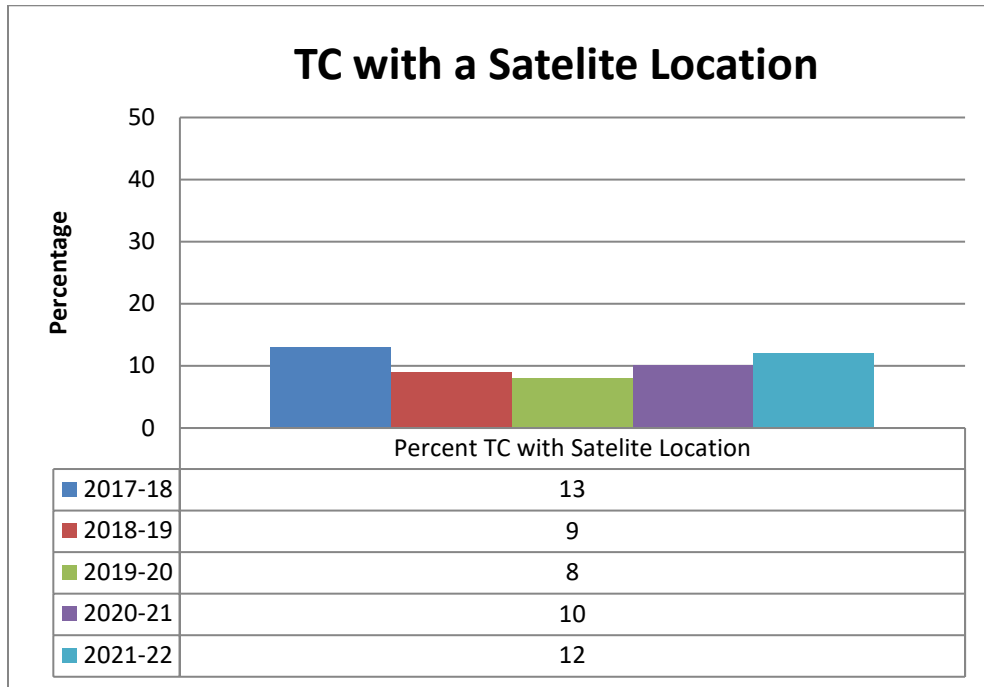


Figure 8

4. How many months per year does your transfer center operate?

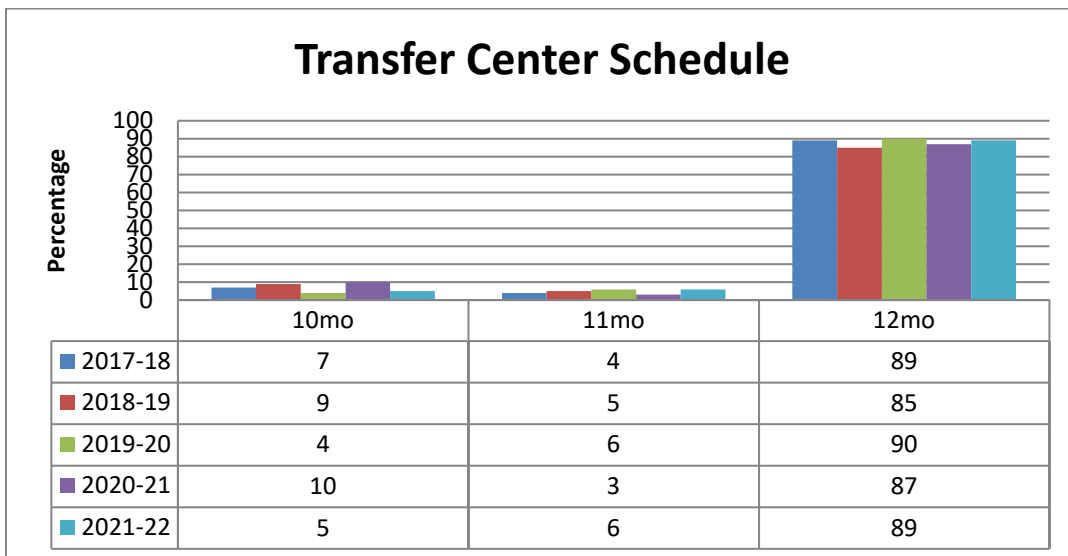


Figure 9

5. On average, how many hours per week is your transfer center open?

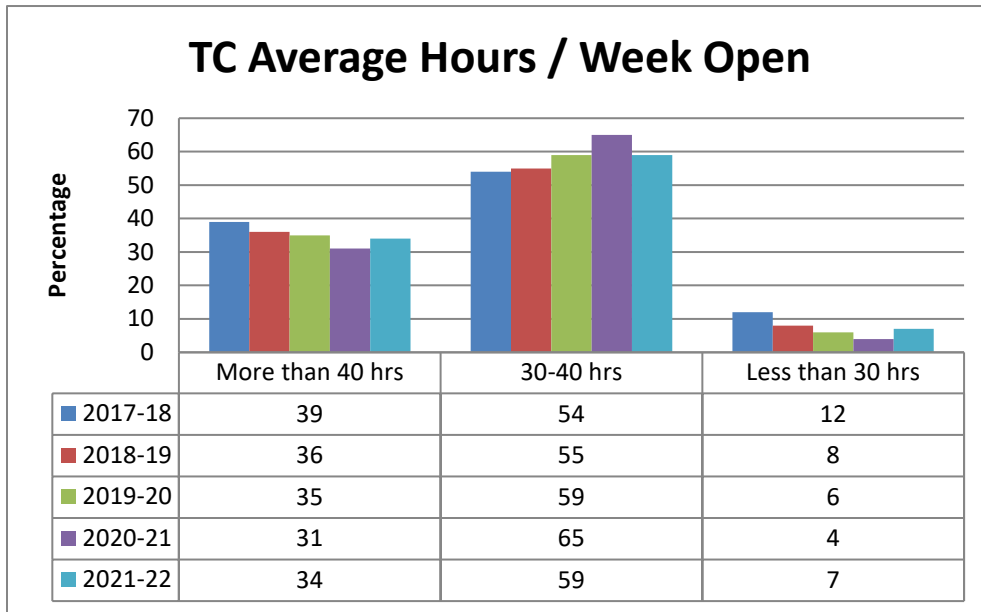


Figure 10

6. Does your transfer center offer evening hours?

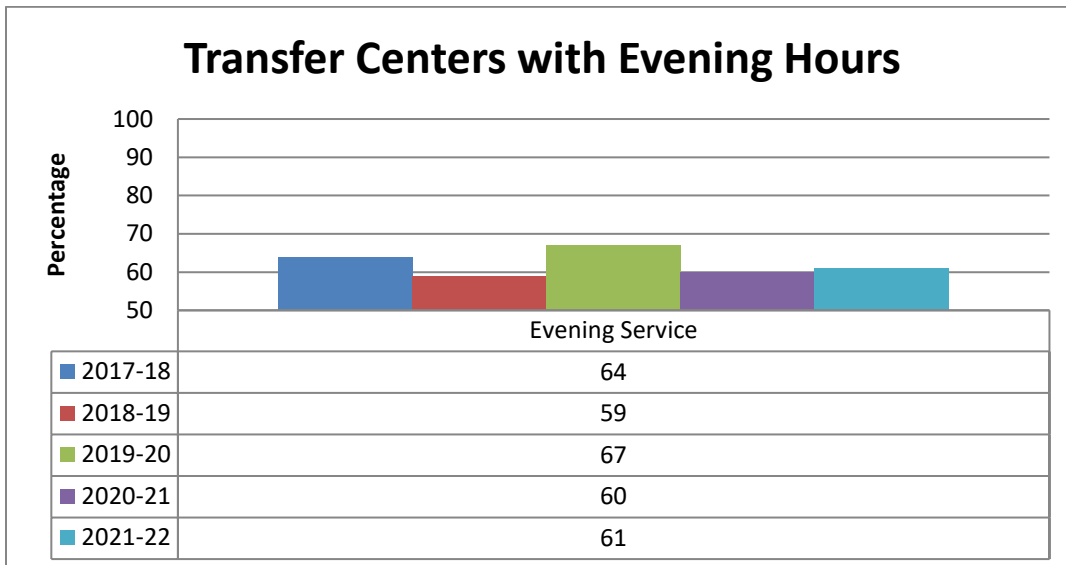


Figure 11

7. If evening hours are offered, how many days of the week?

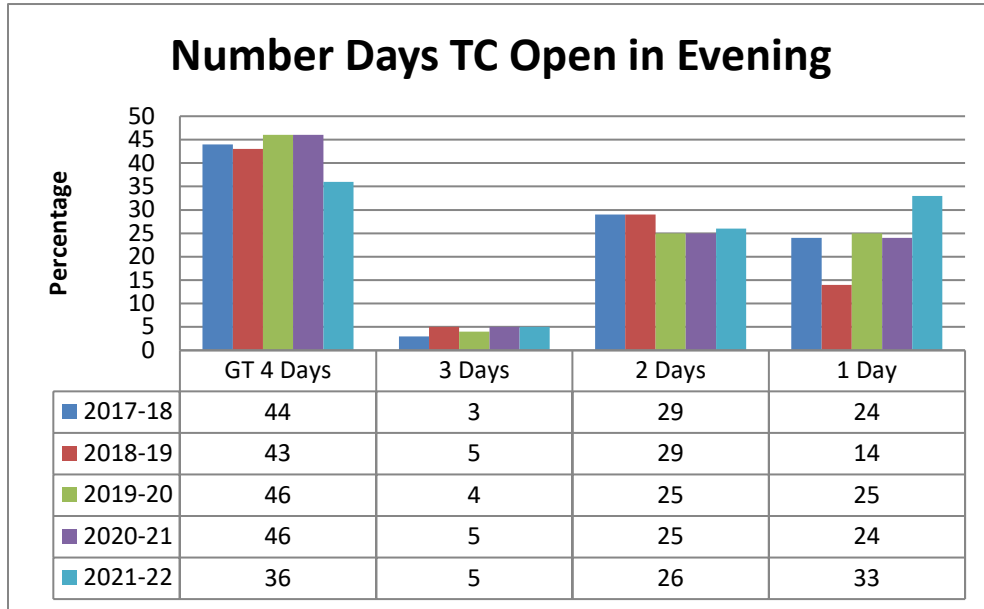


Figure 12

8. Does your transfer center offer weekend hours?

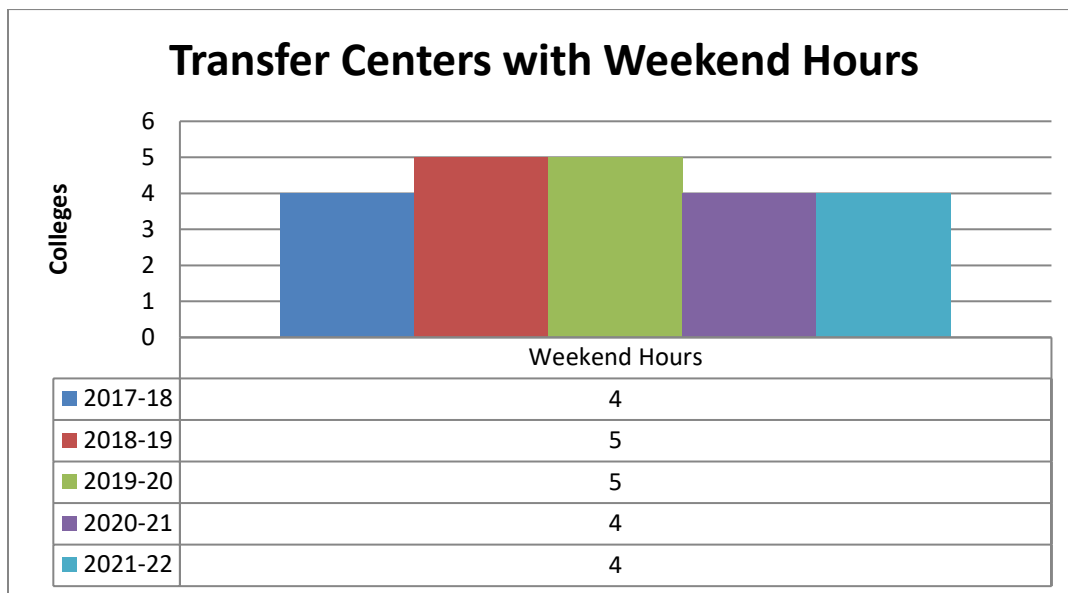


Figure 13

Section 3: Transfer Student Services

1. Approximately how many student contacts were made by the transfer center electronically?

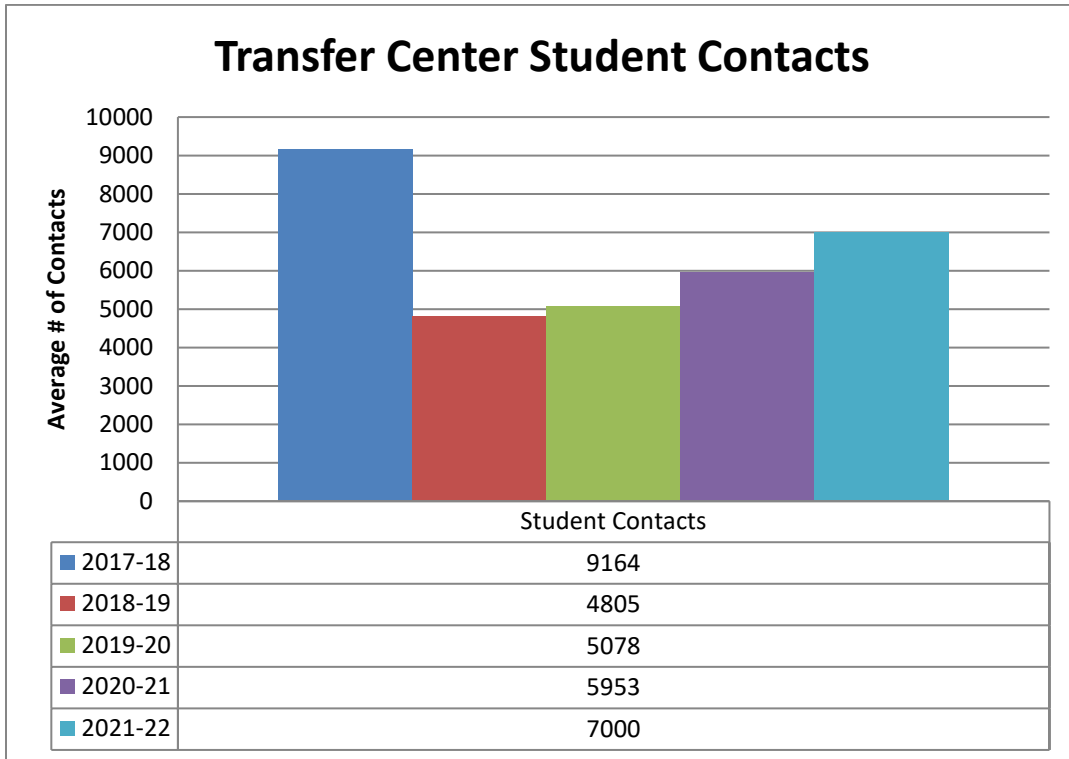


Figure 14

2. How many field trips was your transfer center able to schedule?

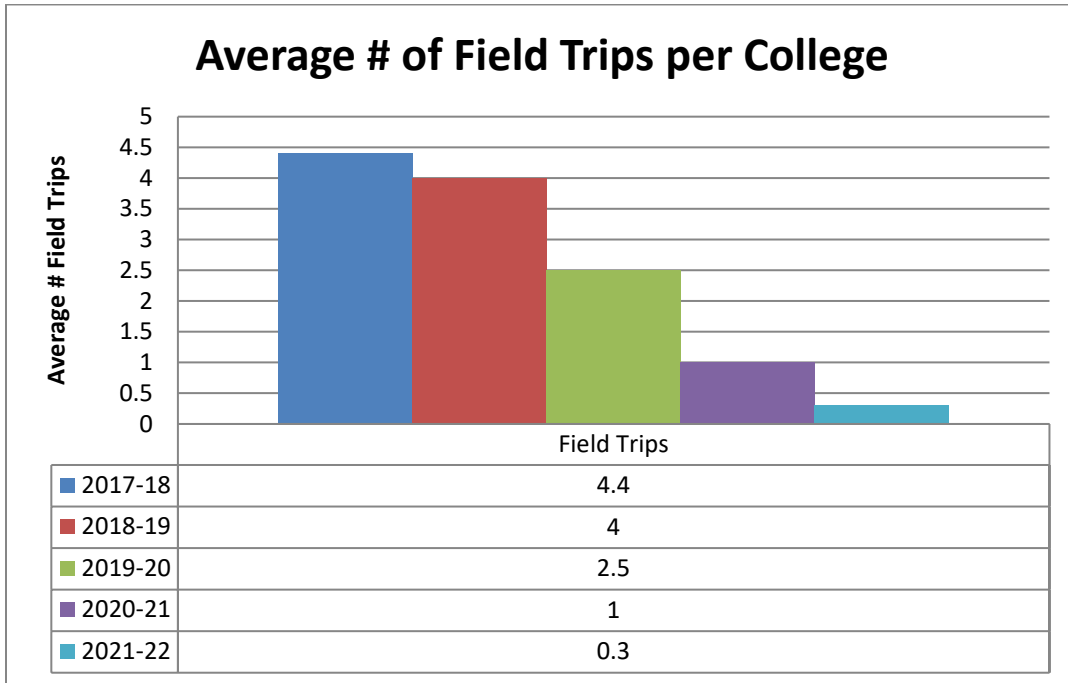


Figure 15

How many students participated in the field trips?

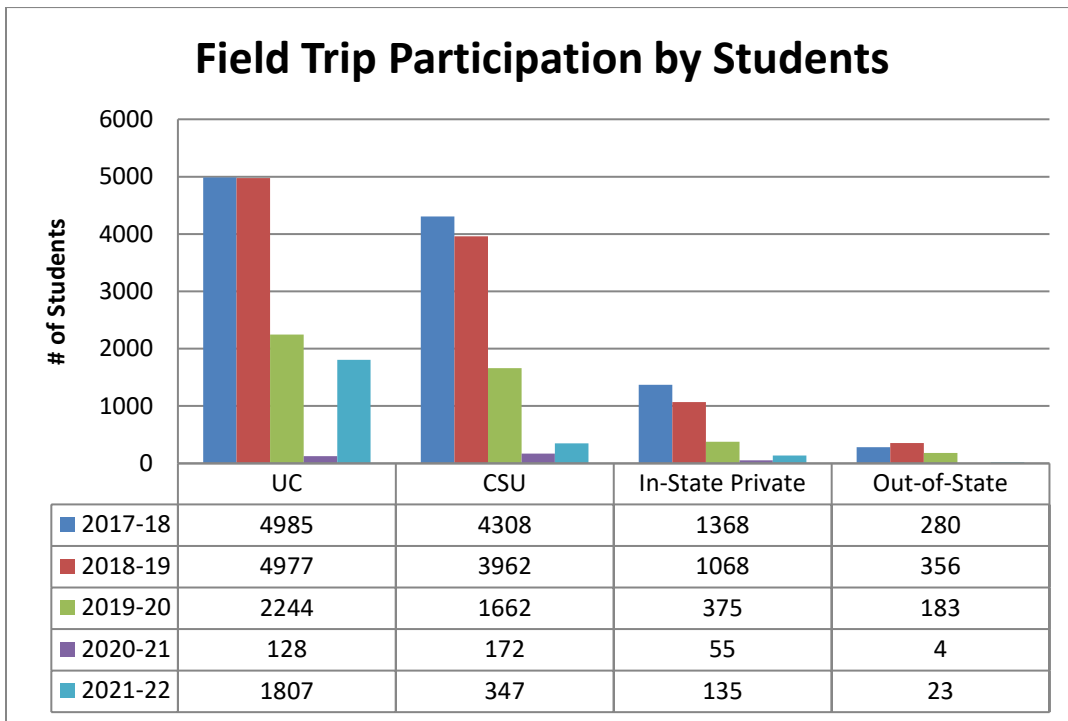


Figure 16

If your transfer center hosted a fall transfer day, how many institutions participated?

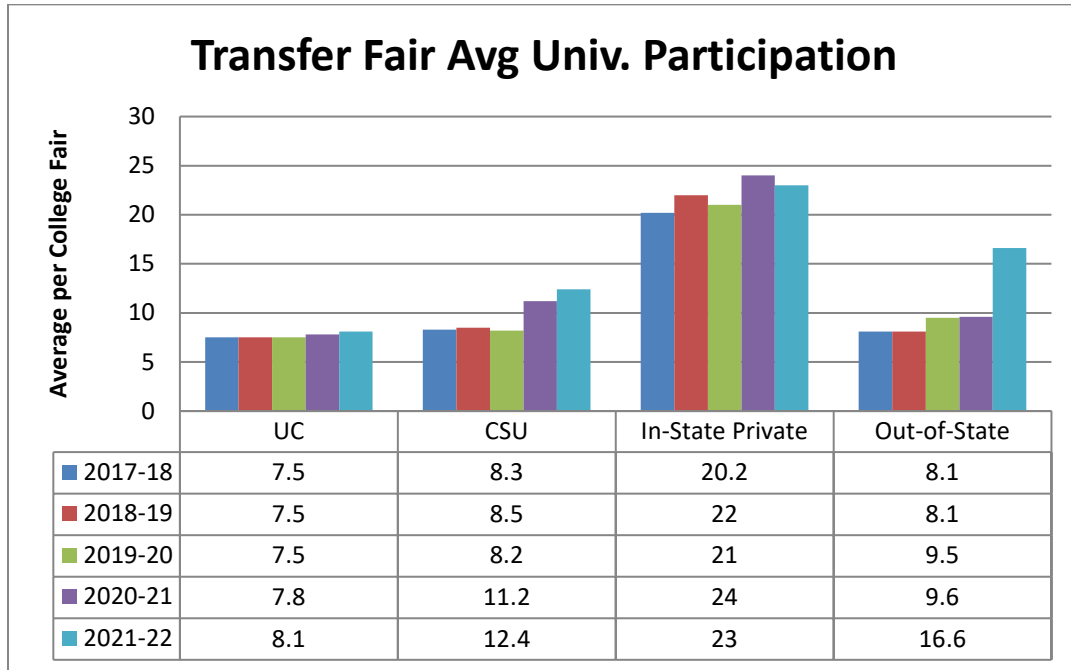


Figure 17

Note, 44 percent of colleges hosted a Transfer Day event in fall 2021.

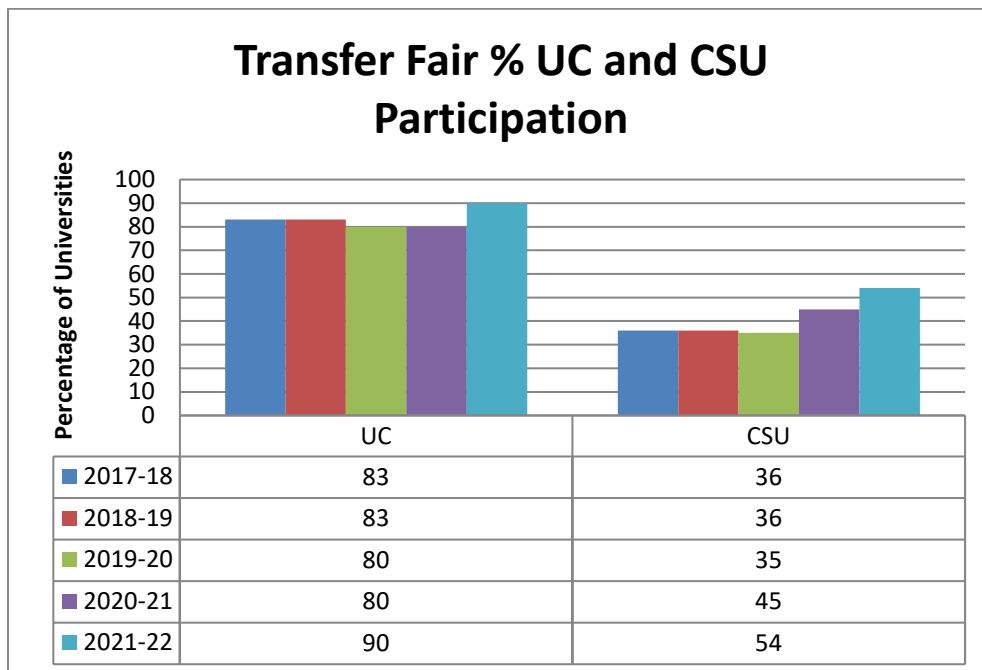


Figure 18

3. How many institutions does your transfer center offer transfer admission agreements with?

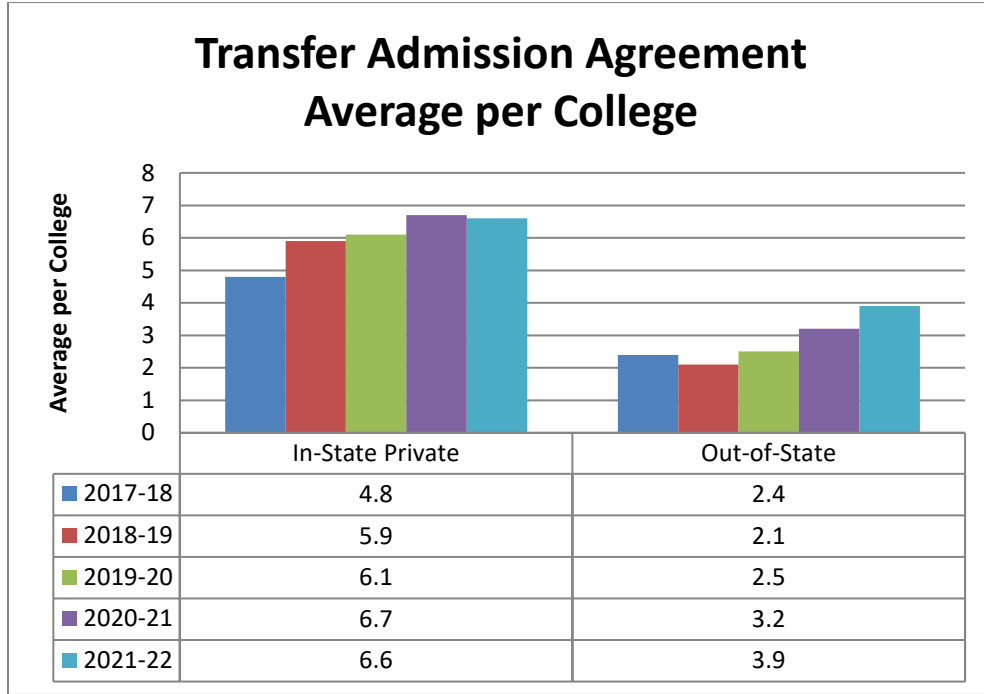


Figure 19

Section 4: Administration

1. Did your college have an assigned transfer center director for the reporting year?

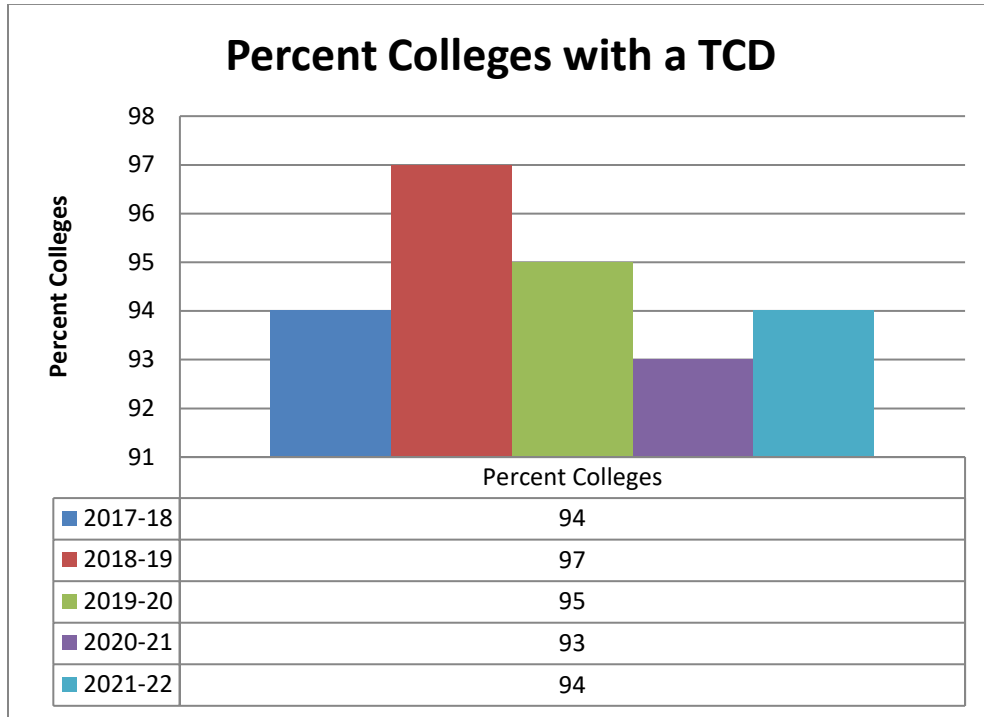


Figure 20

2. What percentage of the transfer center director's time is spent coordinating the transfer center?

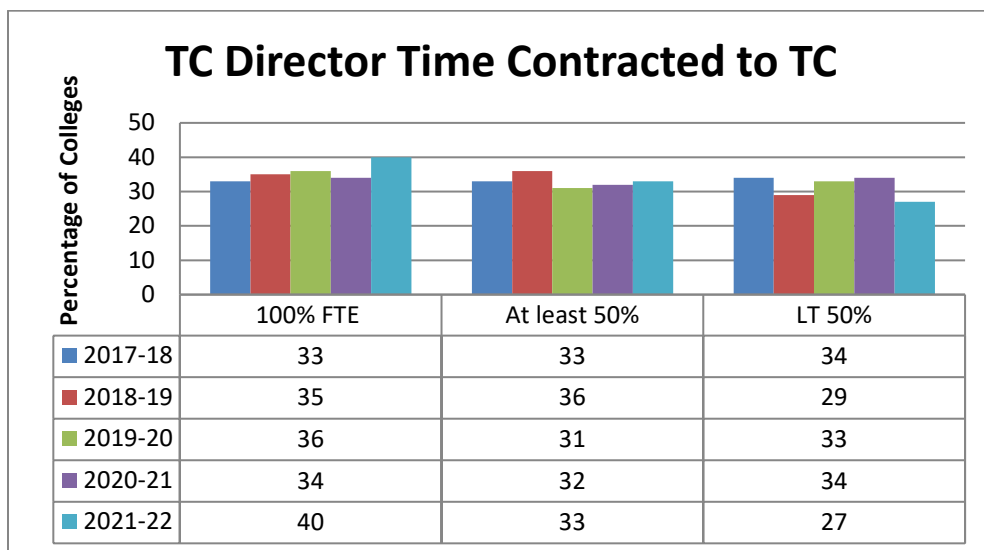


Figure 21

3. The transfer center director is management, faculty, or classified status?

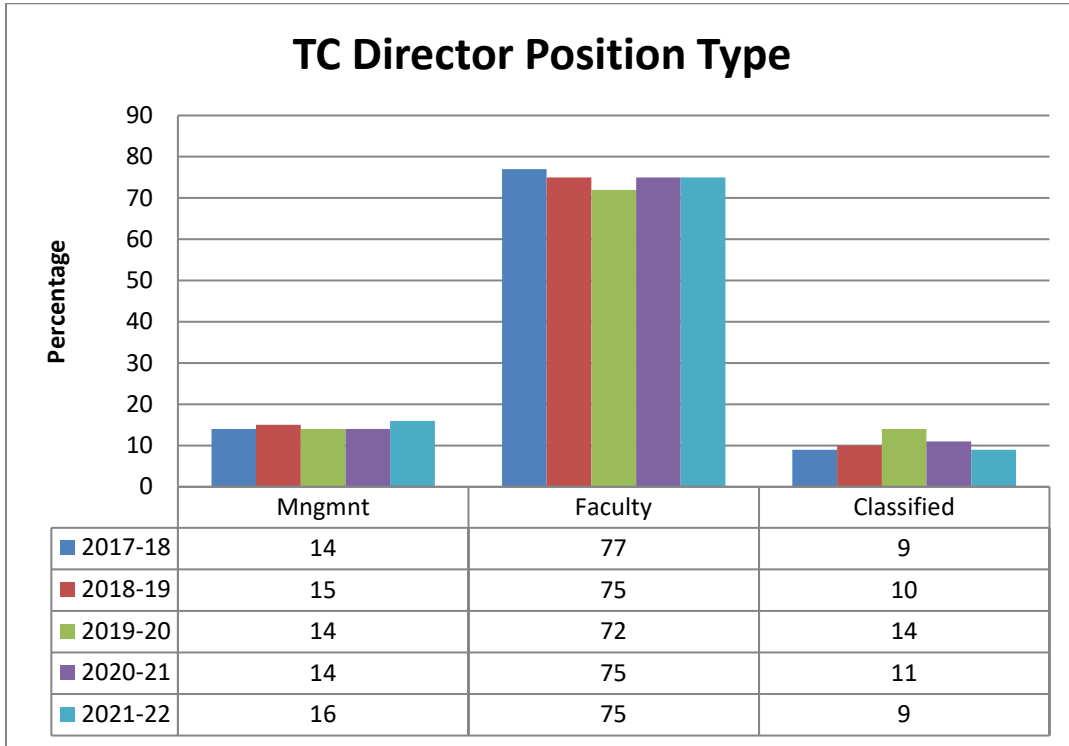


Figure 22

How many years has the transfer center director served in this capacity?

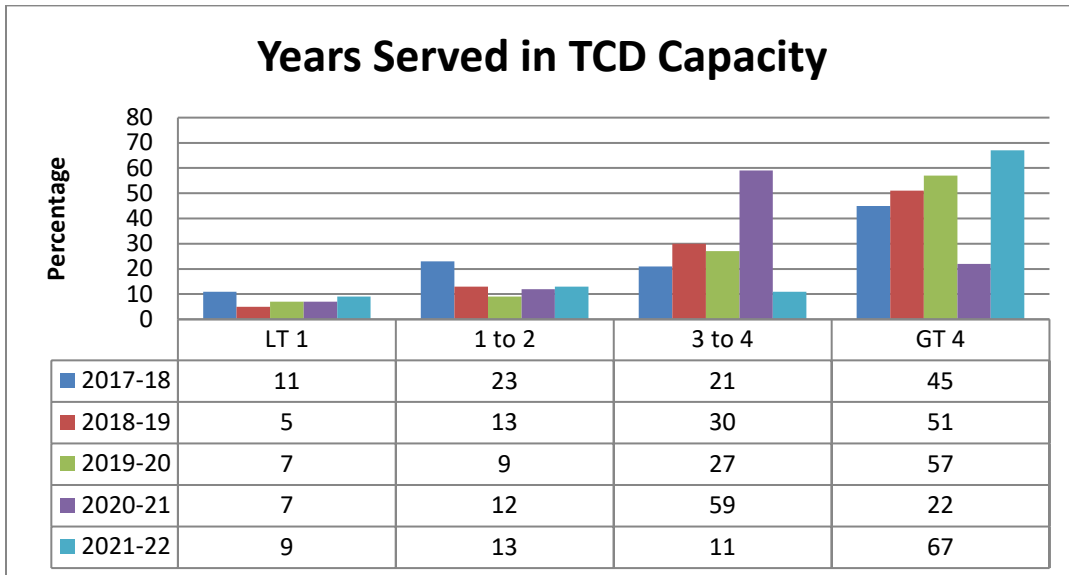


Figure 23

4. Is the transfer center director scheduled for 10 months/year, 11 months/year, or 12 months/year?

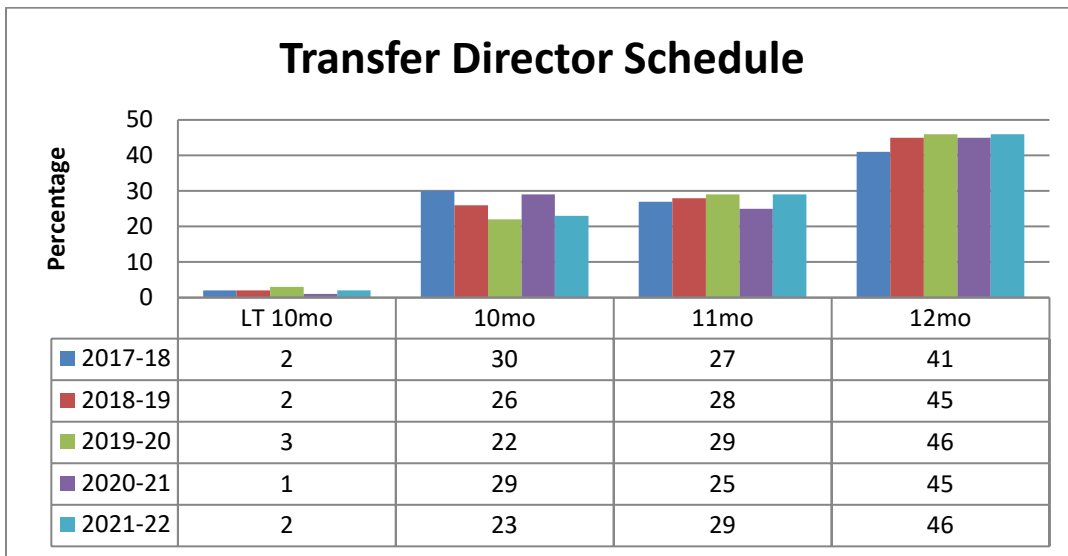


Figure 24

What is the combined full-time equivalency of transfer center staff?

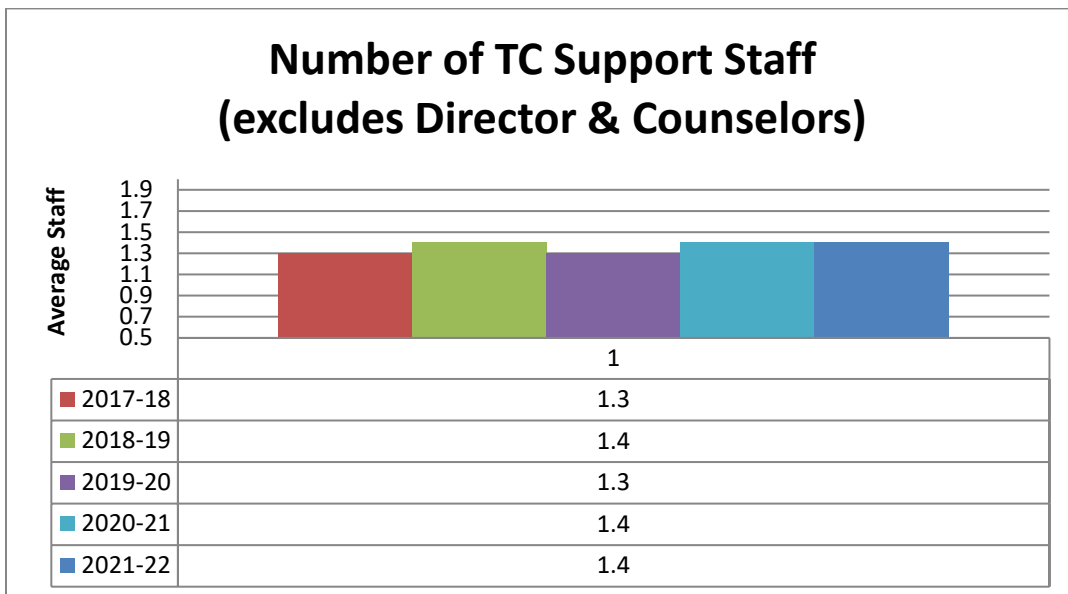


Figure 25

5. What is the combined full-time equivalency of transfer center counselors?

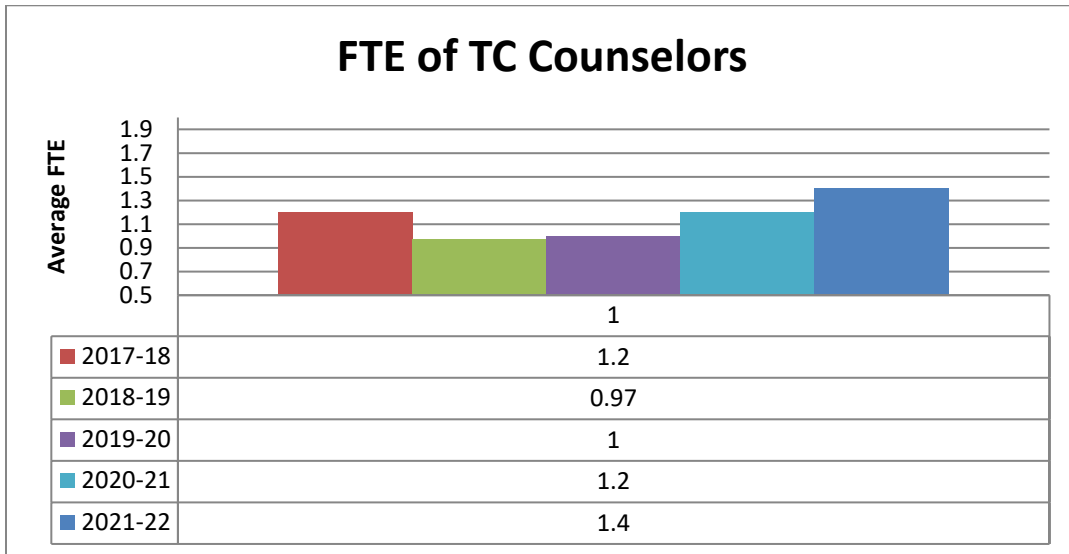


Figure 26

The transfer center director reports to:

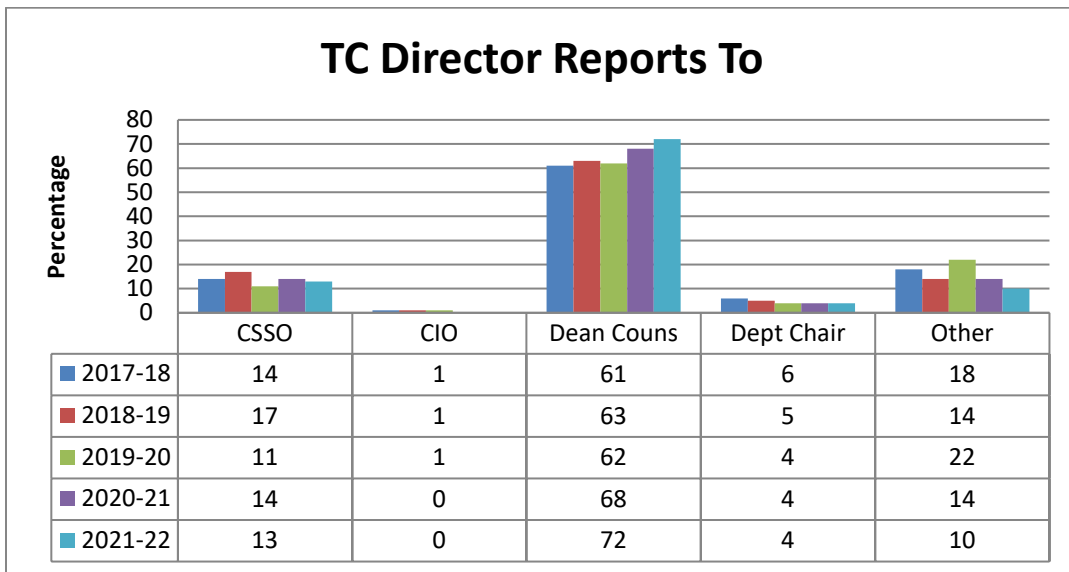


Figure 27

6. Is the transfer center director is involved in district and college decision making?

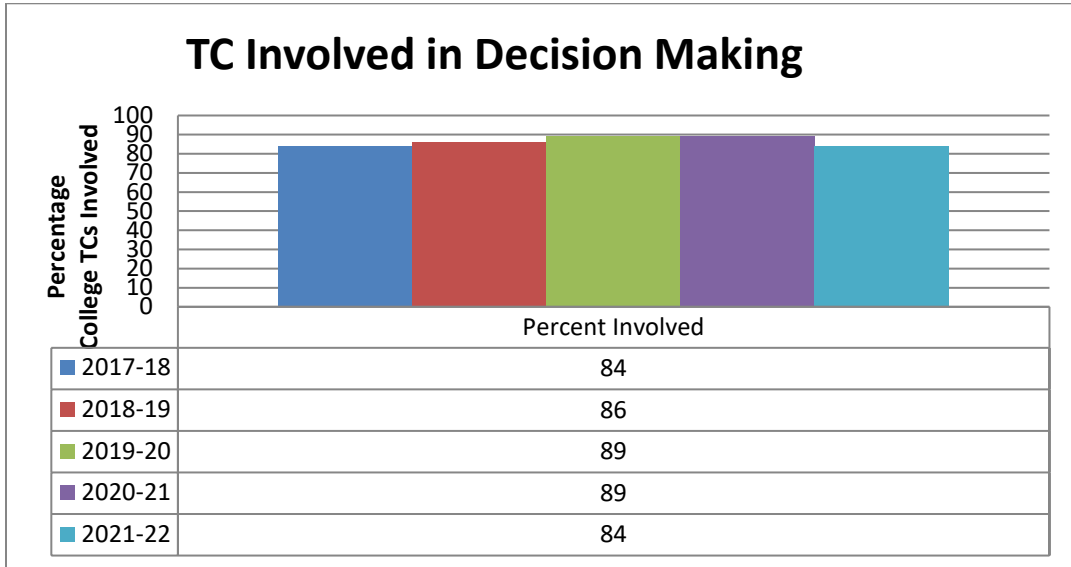


Figure 28

Section 5: Challenges

1. Rank your transfer center needs for facility space, personnel, equipment, operating expenses, and data gathering support.

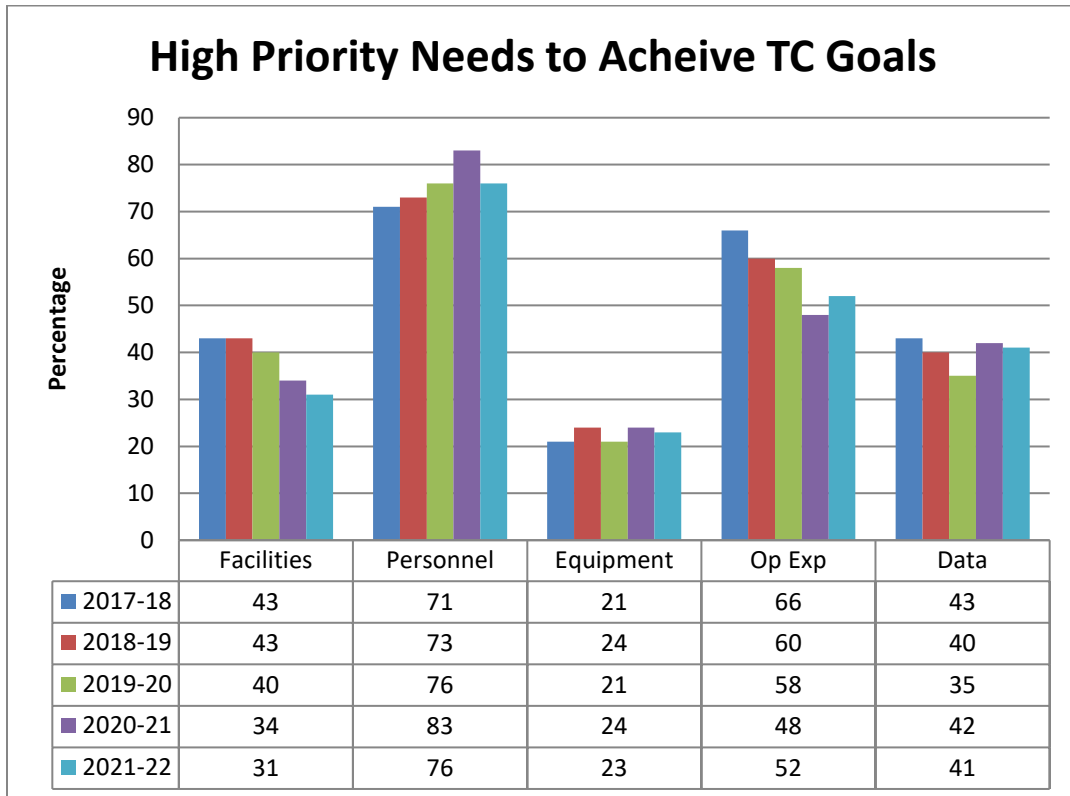


Figure 29

Please note, responders can rank more than one category as a high need, thus the percentage across categories when summed for the year will exceed 100.

- Rank your transfer center overall barriers to implementing your transfer center plan, including: *student related, instructional related, transfer center operations, CSU relationship, UC relationship, In State Private relationship, articulation, counseling, data access and dissemination, and administration.*

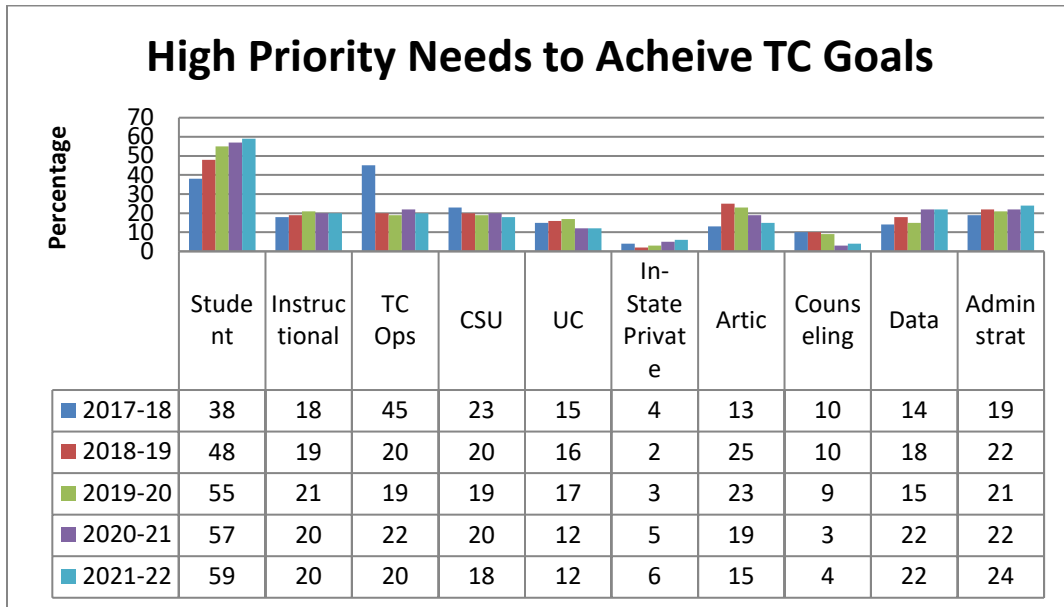


Figure 30

3. Rank your transfer center student related barriers, including: *academic skills, academic preparation, academic support services, selection of goals/majors, understanding transfer requirements, and access to academic counseling.*

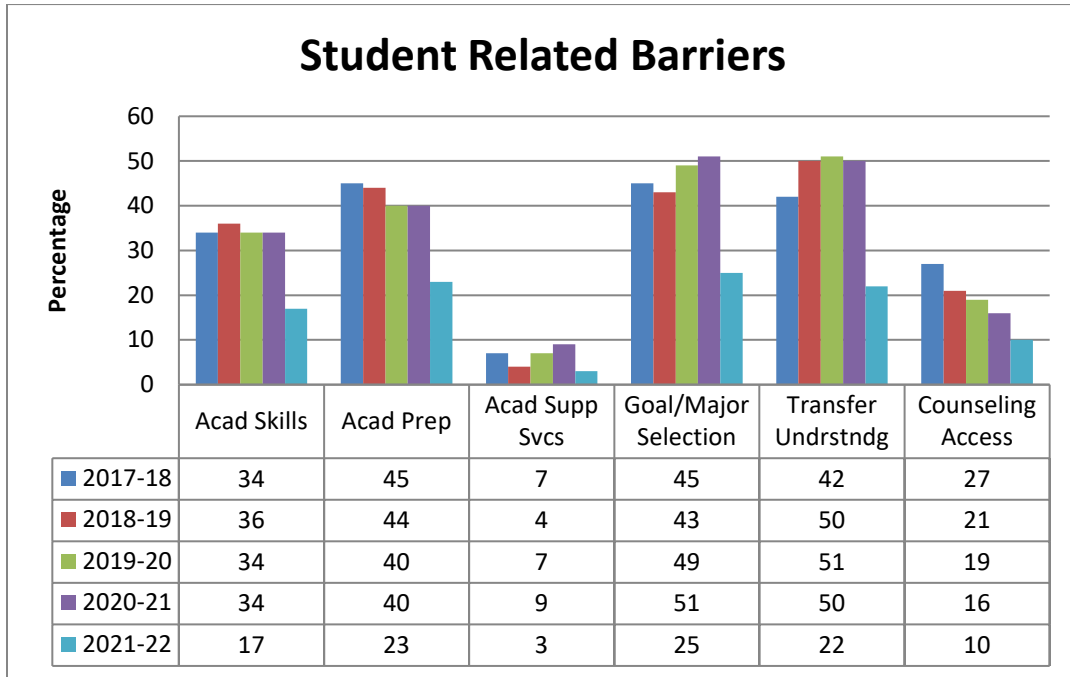


Figure 31

4. Rank your transfer center operational related barriers, including: *staffing, information, budget, and facilities and equipment.*

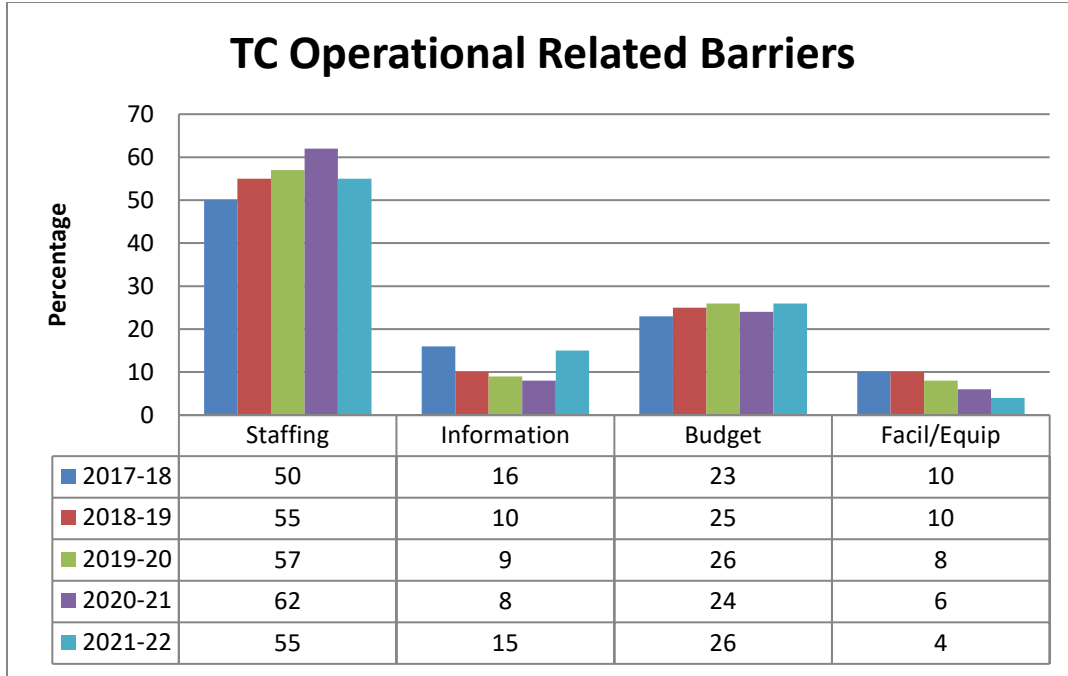


Figure 32

5. Transfer Center Director Comments Regarding Barriers:

Staffing Related:

- After losing the Student Support Specialist in the TC last August, we hired a replacement in May 2022.
- [Name] is serving as interim director of the Transfer Center while also coordinating the Transfer Academy support program in the TC.
- As a new TCD, I had only 6 hours per week to coordinate. We had a retirement, and our clerk was assigned to also assist with general counseling. Data on underrepresented minor students for outreach was hard to obtain. We also did not have mass email capability.
- Bouncing back from a retirement and COVID slowly. Have great facilities. Hired a Coordinator but the person has transitioned into another position, and I will have to start the hiring process again.
- During 2021-22, TC worked virtually and met with university representatives. There was no full-time support staff, but there was virtual coverage. However, it allowed more flexibility seeing students and working with 4-years due to the virtual environment.

- Following the retirement of our long-time Transfer Center Director, we had an interim Transfer Center Director in 2021-22. Our permanent replacement, [name], was hired and began in the new position March 2022.
- For the first time in 25 or more years, [college] does not have a designated Articulation Officer. At this point, the Transfer and general Counseling departments have issued numerous concerns, yet nothing has been done in response by our administration.
- Our greatest need is still additional support staff to better serve both our general student population as well as our equity student population.
- The Transfer Center is understaffed and underfunded. The Transfer Center does not have adequate funding for events we are expected to host. Evaluators are located at the district thus disconnected and backlogged due to campus solutions implementation.
- The TC continues to operate with limited front desk support. Will continue to advocate for a full-time office assistant hire.
- Our biggest barrier this year continues to be our local admissions and records processing time on IGETC and CSU GE and ADTs. We are still thousands behind! We have had reduced staffing since the pandemic. Things are looking up with degree audit automation and more hires.
- Important note for reporting accuracy: Our Transfer Center has a Transfer Center Specialist and TC Counselor/Coordinator who also Co-Coordinates Transfer Center programs and services with our Specialist. We do not have a Transfer Center Director.

Information Related:

- Challenge with Data Gathering; our District Office is working to improve-ongoing and slow. Articulation is a challenge; lack of info/inconsistencies. I hope this will change in near future. Maybe implementing a systemwide policy to improve artic would help.
- National Student Clearing House (NSCH) enrollment data is now accessible. We're working with Institutional Research. Will pay attention to student equity groups identified as disproportionately impacted & improve programming to better meet needs of these students. Cannot separate out virtual from in-person contacts in report.
- Our biggest obstacle has been that our computer system was hijacked in Jan. 2022 and we lost everything. So we have no good data this year. Also all of our [university] representative appointments are virtual and we often don't know how many students they see or if they attend virtual tours.
- Report based on pandemic...challenging to capture accurate university student contacts because they were using their scheduling system...it was difficult to disaggregate in-person vs. virtual data as we were hybrid...workshop & class visits are # of activities not students.

- [College] does not have Data Collection for our students that are transferring to CSU, UC, Private, or out of state. I think that we have to do a better job in this area.
- We would benefit from more information regarding student applications to CSU and UCs. The lists we receive would help to have the CC student ID.

Other:

- A silver lining of COVID was having the UCs represented at our campus through virtual appointments.
- Admissions cycles for several universities (majors) vary each year depending on the number of students enrolled. Also, rankings were tied, or could go higher/lower, but I could not use same rankings in each section. Still mainly remote for 2021/2022 academic year.
- Cost of attendance should be added to the list for Privates. Universities have not added articulation to Assist. Info is released by universities with little/no notice or in middle of application season.
- Cost, or perceived cost, should be included in attributes for 4-year institutions, as this is a major barrier as well as under student attributes.
- COVID has made geographic distance irrelevant for the time being. However, many students may not have access to the technology nor the skills or desire to be an online transfer student. I think new challenge fields need to be added.
- Covid-19 accelerated remote services. Trend: students prefer remote transfer services and access to tutorials 24/7, and the ability to schedule appointments online.
- Covid-19 and systems-level changes to transfer, pathways, admissions policies, GE and technology are all happening simultaneously affirming the significant role the Transfer Center plays in modifying, innovating, and pivoting to support its college while serving students directly.
- [College] experienced many course cancellations affecting transfer students' completion timeline. [College] has many articulation gaps for UC transfers that prevent students from completing course preparation for admissions. UC Davis marks "no articulation" for courses articulated.
- Most representatives are still virtual and using their own scheduling services. Which is great but is difficult to retrieve numbers regarding how many students are able to access it.
- Most UCs continue to have selectivity requirements our college cannot offer. Some CSUs will not articulate with our college. The articulation role in our college lacks stability.
- Note: For In-State Private I picked the Admissions process or policies and the only real barrier that students report is the cost of tuition, although we have noticed that In-State Privates are becoming more fiscally competitive.

- Our events and student contacts were mainly online due to the continuing pandemic with employees working off-site. We will have both in-person and virtual student contacts during the 2022-2023 academic year.
- SARS data categorization issues skews our #s/reports. NO dedicated budget for Transfer, are understaffed! Need funds for online services (Cranium Cafe, recommended platform for CCCs = \$\$\$). Davis charges \$8K/yr for [participation in their Transfer Opportunity Program] (TOP)! CSULB, SDSU major articulation is not on ASSIST.
- Students continue to face challenges due to pandemic. Work and family responsibilities create transfer barriers. Availability of ADTs such as the AS-T Comp Science. Our college has high unit math classes. Our Research Office was vacant but has recently filled positions.
- The Dean of Student Services & Program Manager III is in the process of updating/creating a Transfer Center plan with the Transfer Center Coordinator, Student Services Technician, and Transfer Team as needed.

Section 6: Expenditures

1. Average transfer center expenditures by object code

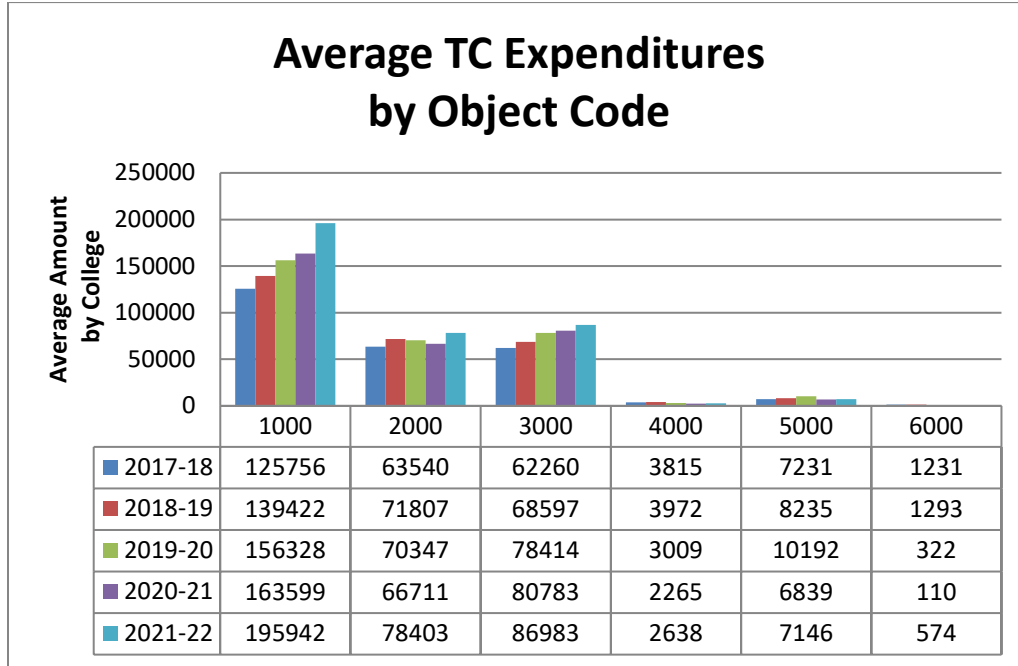


Figure 33

1000 – Academic Salaries 4000 – Supplies and Materials
 2000 – Classified Employees 5000 – Other Operating Expenses
 3000 – Employees Benefits 6000 – Capital Outlay

2. Average transfer center allocation per college.

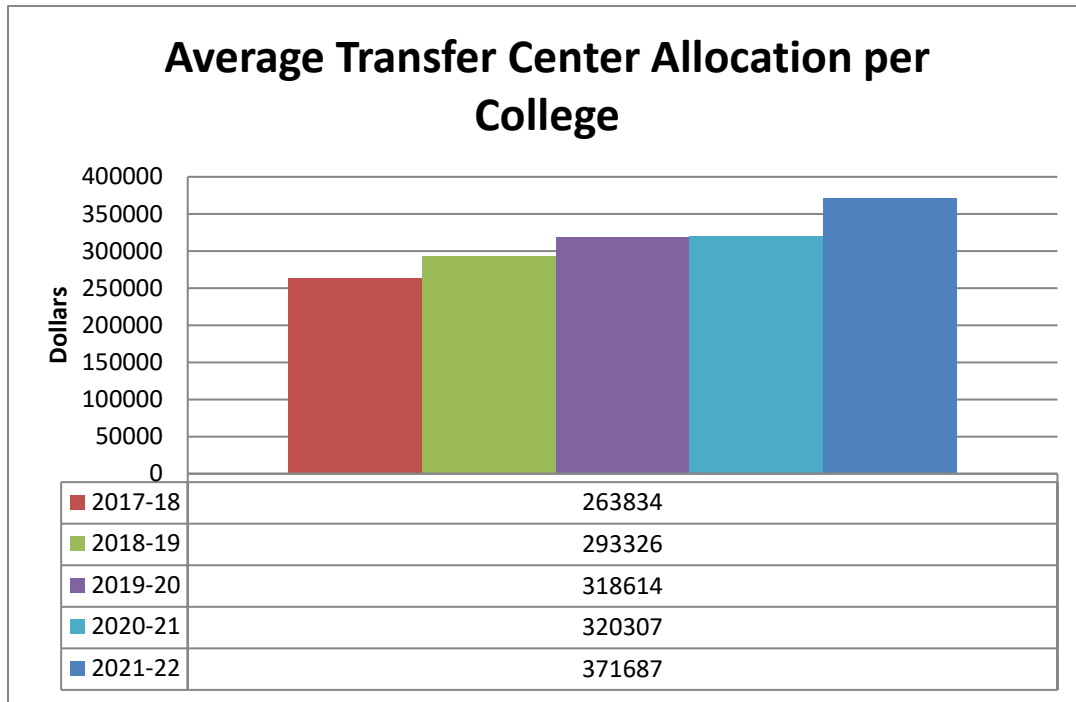


Figure 34

3. Average transfer center income source

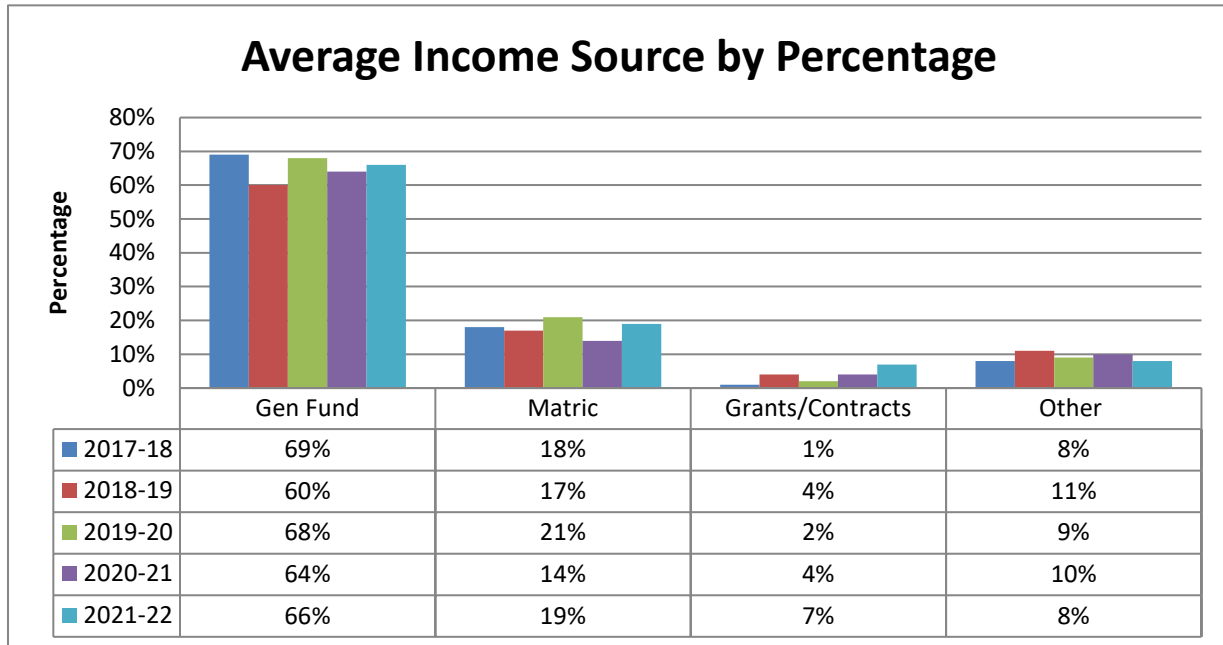


Figure 35