

Chancellor's Office California Community Colleges



*Transfer Center Report
Results for Academic Year 2024-25*

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Introduction

Transfer Center information presented within this report is an aggregation of annual reporting to the California Community Colleges Chancellor’s Office (Chancellor’s Office) by community college Transfer Center Directors (TCDs). 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 2024-25 reporting cycle, 100 colleges submitted the required report to the Chancellor’s Office.

This report does not include data from the 15 colleges listed below, as these colleges did not certify a report by the reporting deadline.

College of Alameda
Cerro Coso Community College
Columbia College
Contra Costa College
College of the Desert
East Los Angeles College
Irvine Valley College
Los Angeles Trade-Tech College
Madera Community College
Sacramento City College
San Joaquin Delta College
San Jose City College
Solano Community College
Taft College

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 going forward for questions that remain active. (Please note that in 2025 the transfer center report underwent several changes in light of the first year of Vision Aligned Reporting (VAR) requirements. Beginning with the 2024-25 reporting cycle, transfer centers are responsible for completing this report for the Chancellor’s Office as well as the transfer report for VAR. Some questions traditionally included in the Chancellor’s Office transfer center report were removed because the data is now captured through the VAR transfer report. Please note that VAR captures certain financial data that used to be captured by the Chancellor’s Office transfer center report. The Chancellor’s Office transfer center report for 2024-25 contains two

brand-new questions that have not been asked in years past. These questions are noted as being new below). Also, unless otherwise indicated, 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 Sean Madden, Community College Program Assistant, Academic Affairs, Educational Services & Support Division, at smadden@cccco.edu.

At a Glance...

- 92 percent of colleges have an active transfer center plan, with 46 percent of the colleges updating the plan annually, and 37 percent updating the plan every three years or more.
- \$291,060 is spent on average per college annually for transfer center operations.
- 61 percent of revenue comes from the general fund, 29 percent from Student Equity Achievement (SEA) funds.
- 71 percent of colleges have transfer center plans that have specific goals or targets for increasing transfer applications of underrepresented students among transfer students. 51 percent of these colleges met their goals or targets in the reporting year.
- In terms of implementing required services per section 51027 minimum standards, colleges were most successful with ensuring that students received accurate and up-to-date transfer information (89 percent reported full implementation). Colleges were least successful with monitoring the progress of transfer students to the point of transfer (44 percent reported full implementation).
- 63 percent of the colleges report that the transfer center plan has undergone a program review, and of those, 81 percent are standalone reviews.
- 68 percent of colleges report that dedicated funding supports their transfer center plan.
- 30 percent of transfer centers are dedicated facilities. 70 percent are co-located.
- 8 percent of transfer centers report having a satellite location.
- 90 percent of transfer centers are on a 12-month schedule, 7 percent are on an 11-month schedule, and 3 percent are on a 10-month schedule.
- 29 percent of transfer centers are open more than 40 hours per week. 62 percent of transfer centers are open between 30 and 40 hours per week.

- 54 percent of transfer centers offer evening hours. 32 percent of transfer centers are open four days each week in the evening, a decrease of 3 percent from the previous year.
- 35 percent of TCDs are full time, down 3 percent from the previous year. 33 percent are at least one-half time.
- 69 percent of TCDs are faculty, and 64 percent have served in their role four years or more. 20 percent of TCDs have served two years or less. The length of time in the position increased from the previous year.
- 56 percent of TCDs are on a 12-month schedule, 26 percent on an 11-month schedule, and 21 percent on a 10-month schedule.
- The average transfer center has 1.3 Full Time Equivalent (FTE) staff support, excluding the director and counselors dedicated to the transfer center. This is more than the previous year.
- The average transfer center has 1.3 FTE dedicated counselors, excluding the director. This is more than the previous year.
- 70 percent of TCDs report to the dean of counseling; 15 percent report to the Chief Student Services Officer (CSSO).

Section 1: Status and Plan

Note regarding an update for 2024-25 cycle: Question 1 now asks respondents to check a box beside a statement that reads: “I have read Title 5 section 51027 and understand the requirements and minimum standards for transfer centers.” All respondents must check the box to proceed with completing the survey.

Question 2: Does your college have an active transfer center plan?

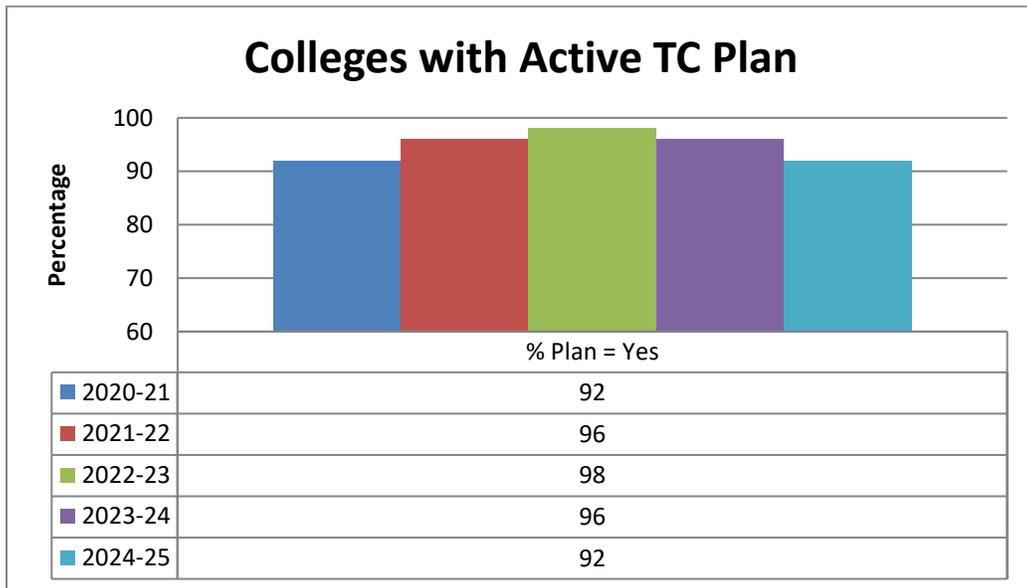


Figure 1

Question 2a: If yes, how frequently is the transfer center plan updated?

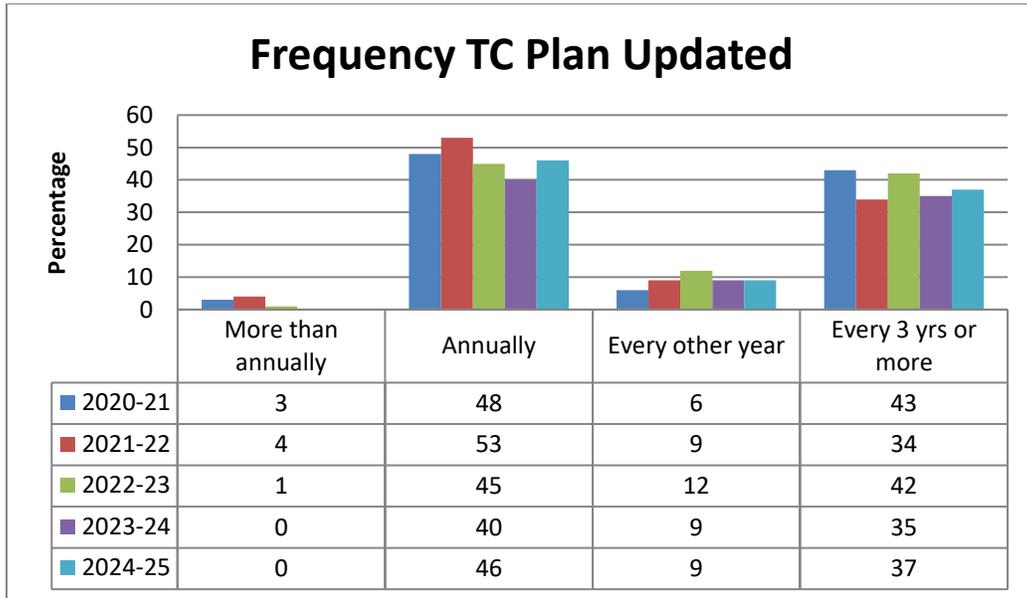


Figure 2

Question 2c: If yes, is the plan supported with dedicated funding?

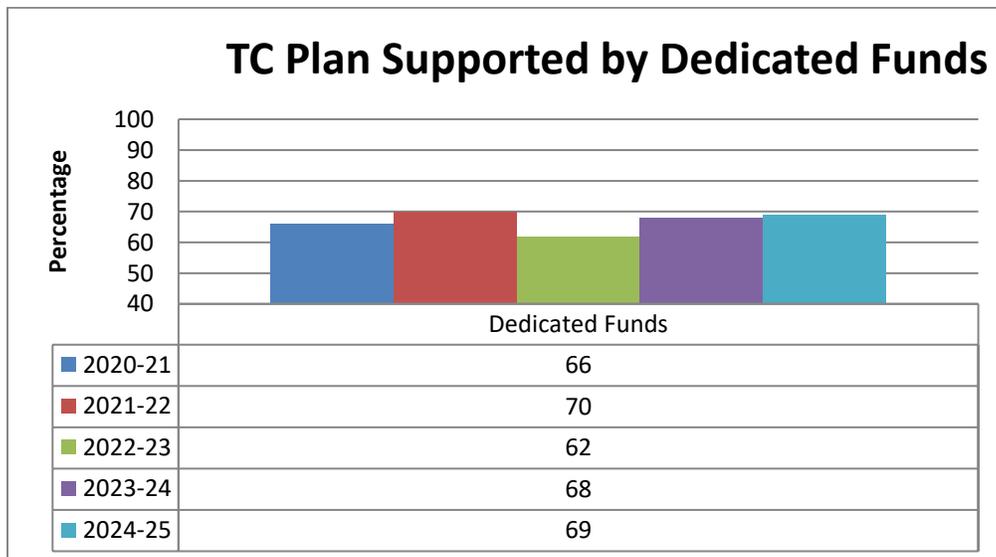


Figure 3

Question 2d: What is the source of funding for the transfer center and transfer activities, and what is the amount? *Note: for the 2024-25 reporting cycle, VAR collected some of the financial data that used to be collected via this question.*

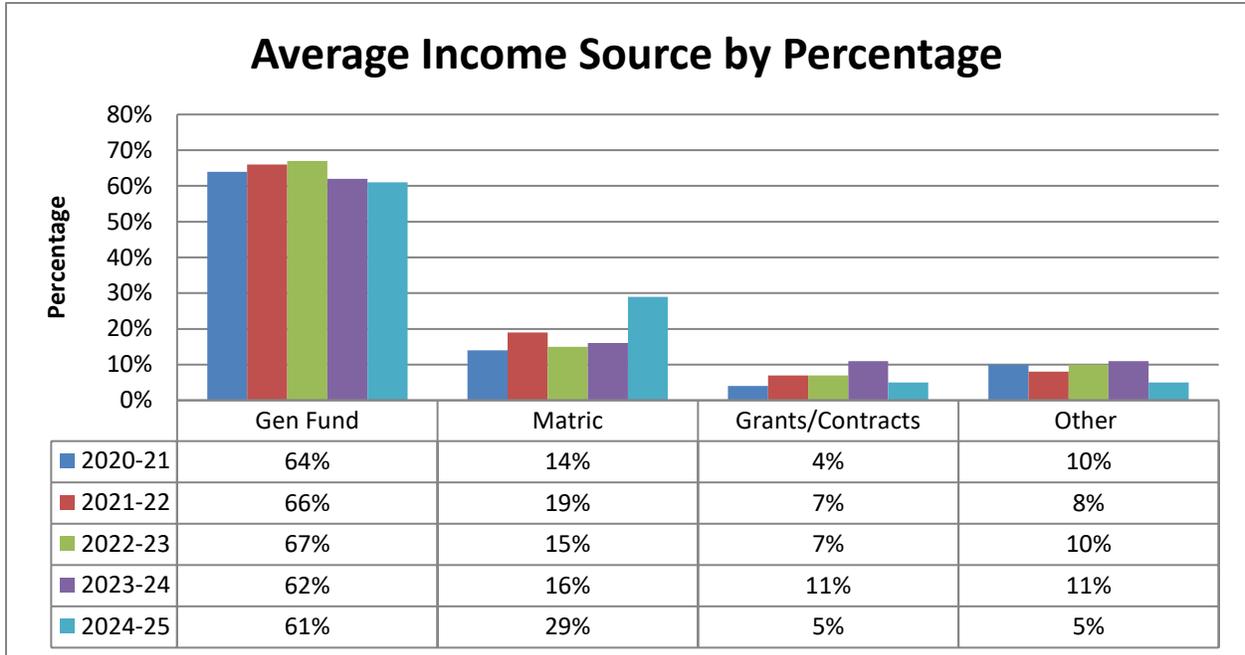


Figure 4

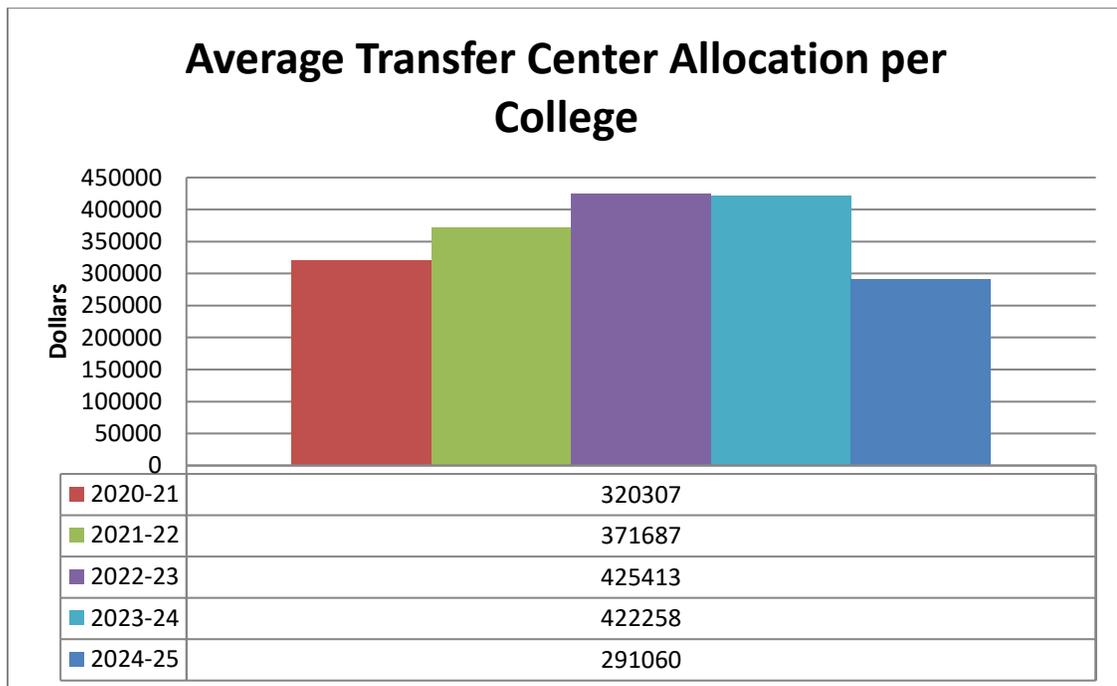


Figure 5

Questions 3 and 3a: Does your college’s transfer center plan have specific goals/targets for increasing transfer applications of underrepresented students among transfer students? If yes, did your college meet these goals/targets in the reporting year? *Note: these questions are new for the 2024-25 reporting cycle. As such, there is no historical data.*

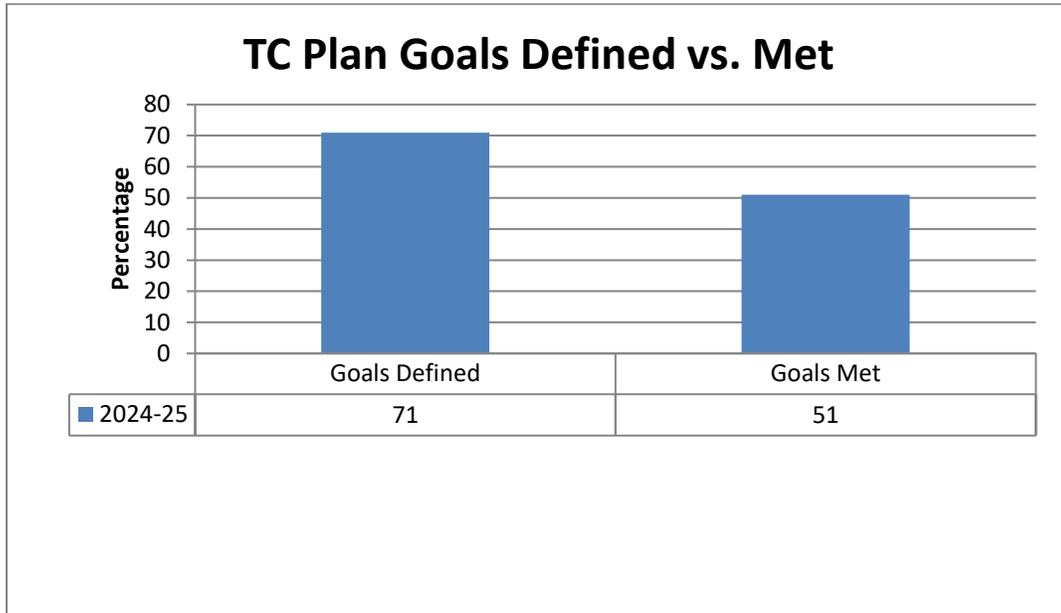


Figure 6

Comments from colleges regarding their plans to ensure transfer center plan goals are met in the next reporting year:

- Focus on strategies to increase transfers, which include additional events and targeted communications.
- The Transfer Center partners with Equity Student Support Programs (PUENTE, Umoja, Undocumented) and offers transfer workshops at Cultural Centers (Black Student Success Center, and Latinx Center). The Transfer Center hired two part-time advisors that worked with students not enrolled in any college support program from equity populations to ensure that they receive transfer counseling/services.
- We plan to partner with Institutional Research to identify students from Disproportionately Impacted (DI) student groups and provide targeted outreach to increase transfer awareness and knowledge of Transfer Center services.
- The college is moving to an early intervention system for students who are interested in transferring with a specific focus on DI populations. We are doing steady outreach to students based on credit milestones.

- We are very close to closing our equity gaps with regard to transfer. We still have approximately 49 more students per year to reach to close the gap for students in the following categories: Hispanic Male, First generation students. We have, however, had a huge loss in budget and staffing that started in January 2025. It will be challenging to scale up any activities when we are facing deep cuts in service.
- The Transfer Plan was not revised and implemented until summer 2025. I have developed a plan that includes Vision 2030 and our college's 2030 goals while implementing strategies showcased in "Promising Practices in Support of Transfer Students."
- The [College] 2025-2028 Student Equity Plan is in its final approval stages, and the Transfer Center participated in the development of the Section 10 Transfer to a Four-Year University strategies, which include mentoring and transfer-specific programs for the Men of Color Action Network, El Centro, and Rising Scholars on campus to reach many first-gen, economically disadvantaged men of color.
- Work closely with the Director of Black Student Success to creative culturally relevant transfer support services.
- The good news is the college closed the Latinx transfer gap by 80% and Black transfer gap by 50%. The college is exploring support for transfer goals and programs. A request for additional support has been requested.
- A new data dashboard has been created to help track these efforts. With this dashboard, we will establish a baseline then work on closing the transfer student achievement gap.

Question 4: Please indicate the status of implementation for each of these required services (per minimum standards listed in section 51027) at your college. *Note: this question is new for the 2024-25 reporting cycle. As such, there is no historical data.*

Required Service	Percent Reporting Fully Implemented 2024-25	Percent Reporting Partially Implemented 2024-25	Percent Reporting Not Implemented 2024-25
Identify, contact, and provide transfer support services to student populations as identified in the transfer center plan	64	33	3
Ensure the provision of academic planning for transfer, development and use of transfer admission agreements with baccalaureate institutions where available and appropriate, and development and use of articulation agreements	84	15	1
Ensure students receive accurate and up-to-date transfer information	89	10	1
Monitor the progress of transfer students to the point of transfer	44	51	5
Support the progress of transfer students through referral as necessary (e.g., tutoring, financial assistance, counseling)	85	14	1
Assist students in the transition process, including timely completion and submittal of necessary forms and applications	83	16	1
In cooperation with baccalaureate institutions, develop and implement services for transfer students to be provided by baccalaureate institutions	62	31	7
Provide a resource library of college catalogs, transfer guides, articulation information/agreements, applications to baccalaureate institutions, and related transfer information in the Transfer Center or online	81	18	1

Figure 7

Implementation status comments:

- The [College’s] Transfer Center offers comprehensive services including: updated websites, social media accounts, on-ground counseling and transcript evaluation, workshop series and an office space for university transfer representatives. Moreover,

a computer lab for drop-in hours and support of transfer applications. These services are offered Monday-Friday, 8am - 5pm, until 7pm on Wednesday.

- Students who meet with any counselor or advisor are provided accurate and up-to-date information regarding the requirements for the university of choice, are referred - if necessary - to additional services. The Transfer Center hosts/facilitates application workshops and other transfer information sessions so that students have the opportunity to ask questions regarding transfer requirements.
- [College] transfer [center] provides support through academic planning, application workshops, articulation agreements, and collaboration with 4-year institutions. We ensure students receive individualized guidance throughout the transfer process, and we continue to expand outreach to strengthen partnerships with high schools and 4-year universities.
- Transfer services and resources are provided through our designated Transfer Center.
- Beginning my role as Transfer Center Coordinator in fall 2025, I found it unclear whether the 2024–25 goals in Question 3 were achieved, since neither the program plan nor the records I reviewed indicated how they were evaluated at this time.
- Staff turnover hinders service scalability and sustainability, leading to outdated resources or only host 1-2 universities. Lack of a district data security plan prevents receiving UC Data Share for transfer progress monitoring. CRM Advise limitations prevent targeted outreach due to an inability to filter for transferable units.
- [College] continues to face challenges in securing a dedicated and fully functional space for a Transfer Center. The Transfer Center is supposed to be a clear, easy-to-find place where students can get help with transferring to a four-year university. The college administrators are aware of Title 5 requirements and know that students need a dedicated Transfer Center.
- We would benefit from seeing a strong transfer center plan. Can those be shared as best practices/documents?
- Our previous Transfer Report is not accessible, therefore I was not able to review the above. Transfer plans to target DI populations was just addressed in our Equity Report. This year's Transfer Report is together with our Career and Internship program.
- While we have not yet established a systematic process for identifying individual students, we are actively conducting extensive outreach at events designed specifically for our target student populations.
- The Transfer Center analyzed the data of students that participated in various Transfer Center services (University Fairs, Workshops, University Tours) to ensure that equity groups were actively engaged in transfer services.
- What comments do you want? ADT e-Verify is a waste of time. We take a long time to e-verify students to make sure they complete an ADT, then the CSU accepts the student even if they don't complete the ADT. The CSU TSP concept is too confusing.
- Here at [College], we have created formal partnerships with our transfer institutions through signed MOUs. These formal partnerships allowed us to jointly hire 2 full time

counselors who are dedicated to increasing baccalaureate institutions' presence on campus, increase transfer access to these institutions for our DI groups, strengthening articulation.

- Identifying and monitoring progress on a large scale is difficult without the tools or personnel required to track and follow up consistently. The resource library is mostly digital, as having these resources on our website and Canvas is more accessible.
- We have limitations with university due to being rural/small, i.e., transfer agreement follow-through, travel to us, etc. Struggle for us is that we do not have dedicated funds earmarked by the state for Transfer general population students, those who do not qualify for EOPS or TRiO.
- The Transfer Center has completed a preliminary analysis to determine how many students are currently eligible for university transfer and how to increase eligibility with the implementation of several campus-wide action plans.
- The Transfer Center director ensures that students have access to current information through collaboration with University representatives, counseling faculty, and by researching various university websites.
- Recent updates to the [college] website to align with the district resulted in the restructure of the Career/Transfer Center web pages. This resulted in needing to reorganize the Career Center pages. However, we have started to re-update the Transfer Center with the information above. Additionally, the Transfer Advisory Committee is now addressing the review of the Transfer Plan.
- Currently revamping the Transfer Hub (Canvas shell) to improve students' ability to independently work on their transfer goals while creating prompts to meet with counselors. Data dashboard is being developed by our Institutional Effectiveness team.
- Support the progress of transfer students through referral as necessary (e.g., tutoring, financial assistance, counseling) is supported by Early Alert processes and Success Team structures at [College].
- Currently our Transfer Center Director is acting as the interim Dean of Counseling & Student equity. This assignment is slated to end 12/31/2025.
- The Transfer Center merged with the Career Center in Spring 2025. This restructuring required us to re-evaluate goals, and reassess and rebuild how services are delivered. Our campus underwent a website redesign which has led to a shift in how we deliver up-to-date information to students. Although we don't have dedicated funding we received a temporary endowment for the 2025-2026 AY.
- Transfer Success Pathway (TSP) and [Cal-GETC] have opened the door to cohort-based transfer advising models. With more students having ed plans, the work will be even more intentional. The next step is to ensure that we follow the 25-28 Student Equity Plan strategies to reach more male students of color, first-gen students, and economically disadvantaged students.
- The transfer plan needs to be completely developed with formal attention and feedback from the Transfer Coordinator, Transfer Director, Dean of Counseling and Vice President of Student Services.

- While academic planning, articulation, and university partnerships are well established, opportunities remain to expand targeted outreach and data-informed tracking of underrepresented student populations to the point of transfer.
- [College] has partnered closely with [CSU campus] to provide assistance to our shared transfer students.
- These services represent ongoing and continuous efforts within the Transfer Center, despite limited staffing resources.
- While we'd anticipated doing outreach to students at various points in the transfer journey, with limited staffing resources we were unable to provide structured monitoring of the progress of transfer students in this academic year.
- We don't have the people power to monitor all transfer students who engage with our services from start to finish. We have limited [time] to track individual students.
- The Transfer Center at [College] has been reduced down to 1 full-time staff member and 1 full time counselor/Transfer Center director. [College] has also transitioned to a different counseling model. The center has moved location to a co-shared space with Career Center and there is less space, including for a library. As a result, the Transfer Plan will be updated in Spring 2026.
- For sections of partial implementation Transfer Services is working in conjunction with both our Admissions Office and representatives from baccalaureate institutions.
- TC Plan & Advisory: [College] is currently developing its 2025-2028 Transfer Center Plan. The draft is complete and will advance through the formal approval process prior to becoming active. [College] has an informal Transfer Advisory Committee that meets regularly to discuss transfer-related policies, processes, and student support. It functions collaboratively to review and improve transfer practice.
- [College's] Career and Transfer Centers merged into the Career and Transfer Connections (CTC) office, which offers career and transfer support for students. The CTC provides students with direct support via counseling appointments and programming designed to help students make informed decisions on transfer. While the plan is in draft form, the CTC has already implemented most, if not all of services listed.
- The Transfer Center collects data on student participation in all transfer activities, but these efforts are not rooted on initiatives outlined in a Transfer Center Plan.
- We answered "fully implemented" on these goals, however, we could reach a wider student population if we had more staffing and funding.
- As an institution, we need to improve our data collection process for transfer students to monitor their progress through their educational journey. For instance, we have data on their educational goal (transfer) but lack robust and up-to-date data on the specific transfer university. Additionally, our college efforts on Guided Pathways coincide with transfer services.

Question 5: Has the transfer center undergone program review?

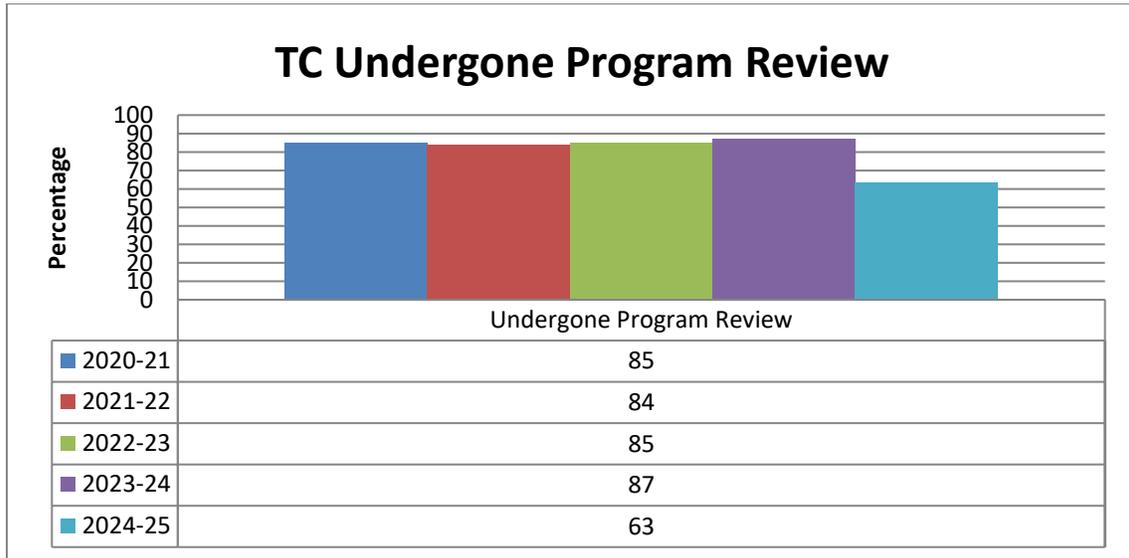


Figure 8

Question 5a: Is the transfer center a standalone program review?

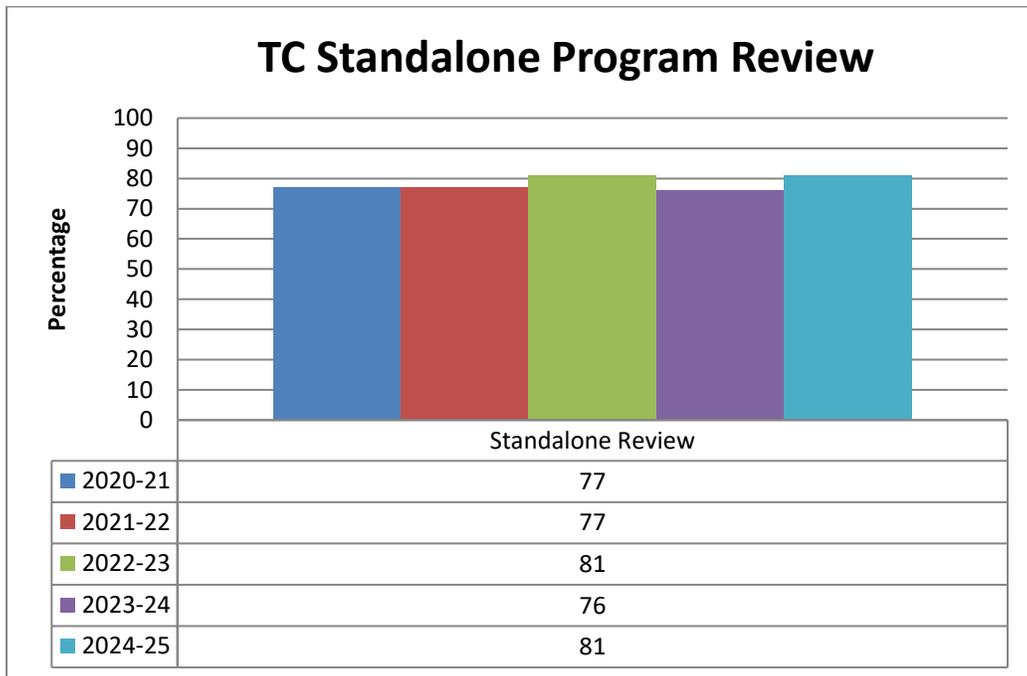


Figure 9

Section 2: Facility

Question 7: Is your transfer center dedicated, co-located, or no transfer center exists?

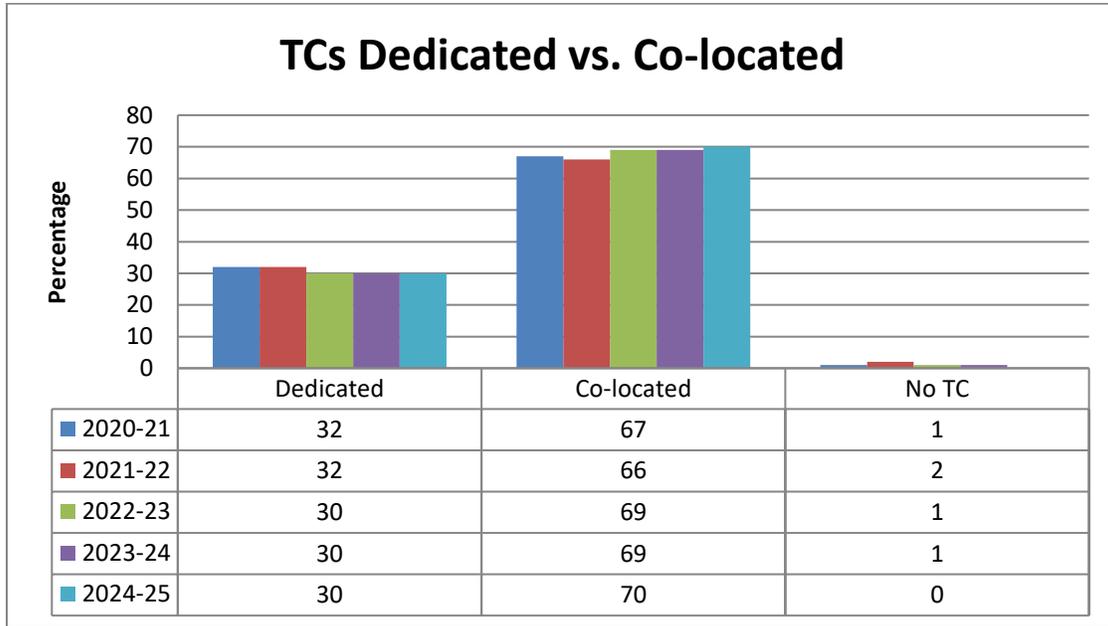


Figure 10

Question 8: Does your transfer center have a satellite location?

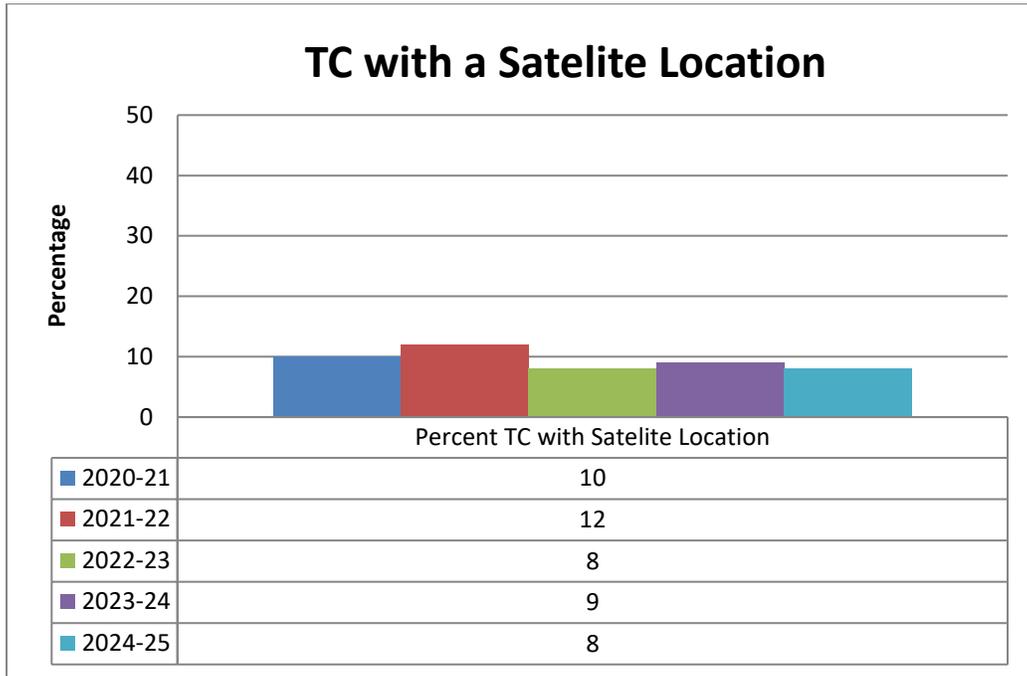


Figure 11

Question 9: How many months per year does your transfer center operate?

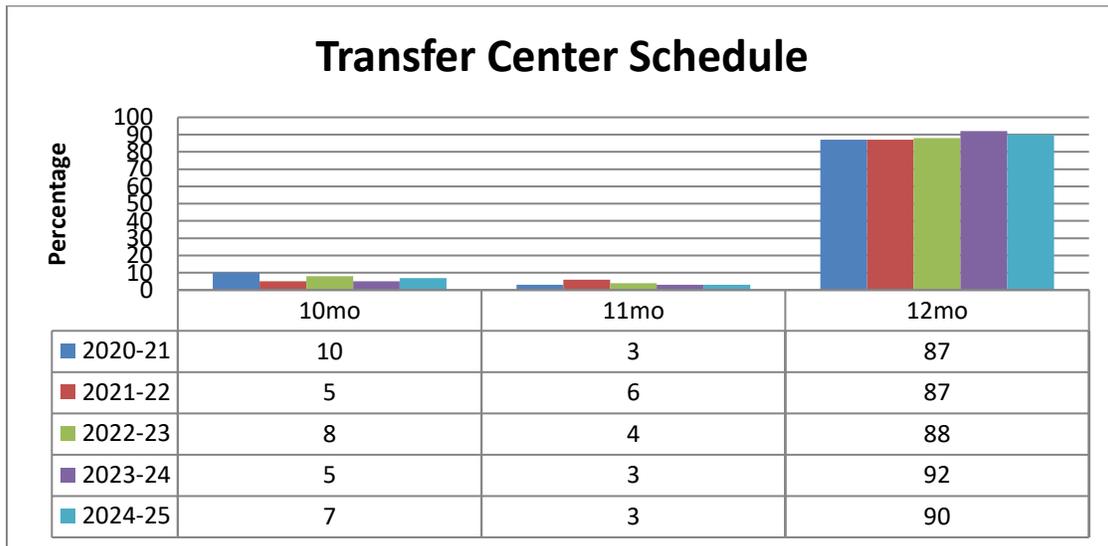


Figure 12

Question 10: On average, how many hours per week is your transfer center open?

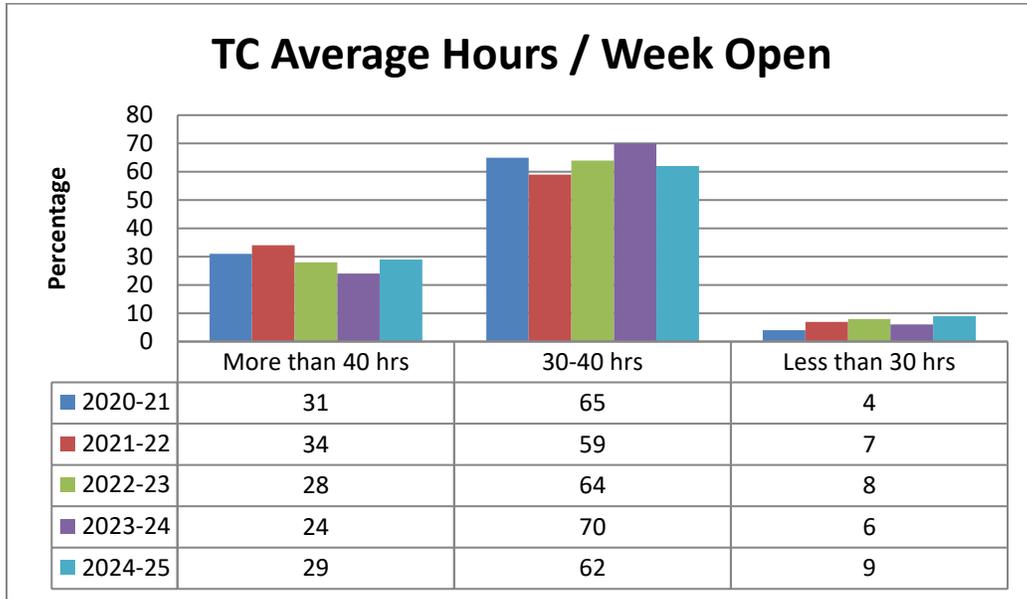


Figure 13

Question 10a: Does your transfer center offer evening hours?

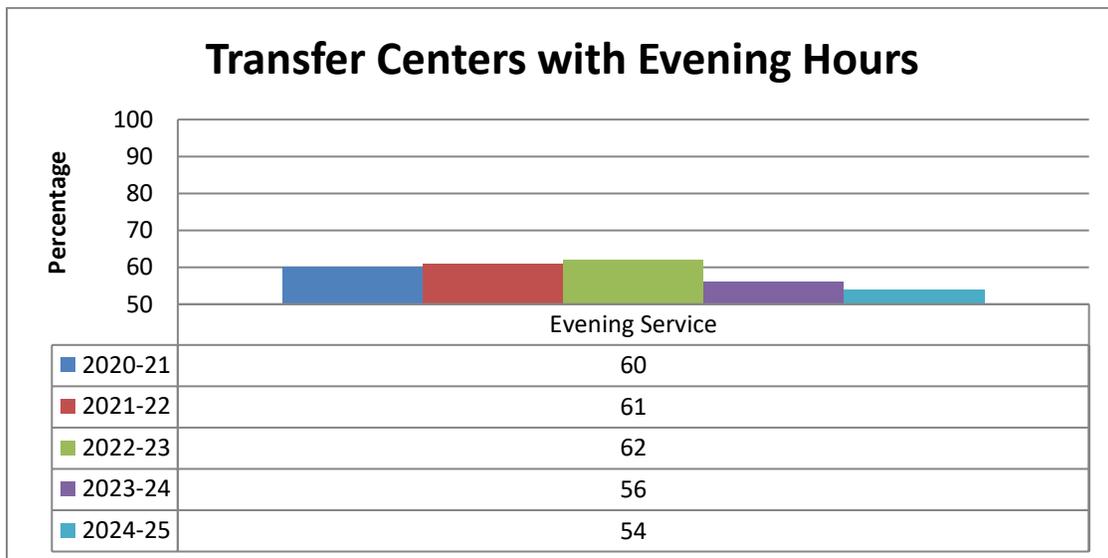


Figure 14

Question 10b: If evening hours are offered, how many days of the week?

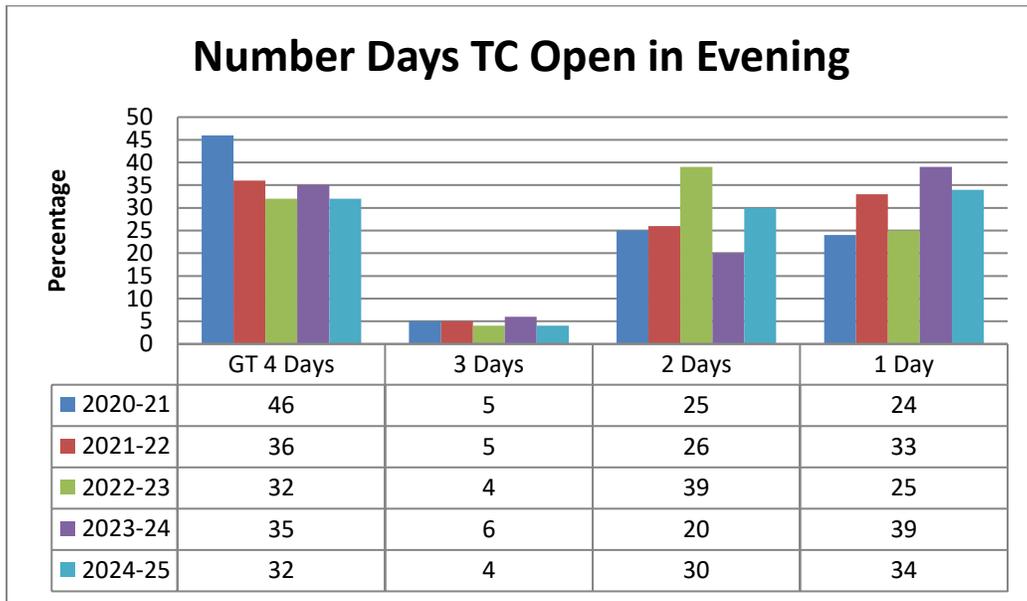


Figure 15

Section 3: Administration

Question 11: Did your college have an assigned transfer center director for the reporting year?

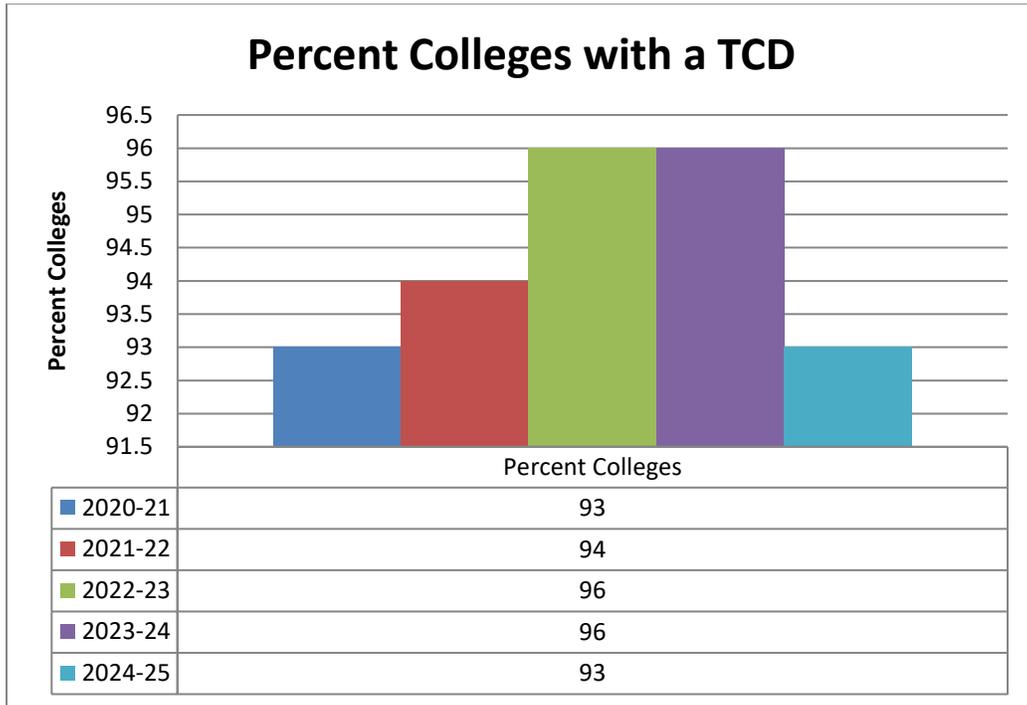


Figure 16

Question 12: What percentage of the transfer center director’s time is spent coordinating the transfer center?

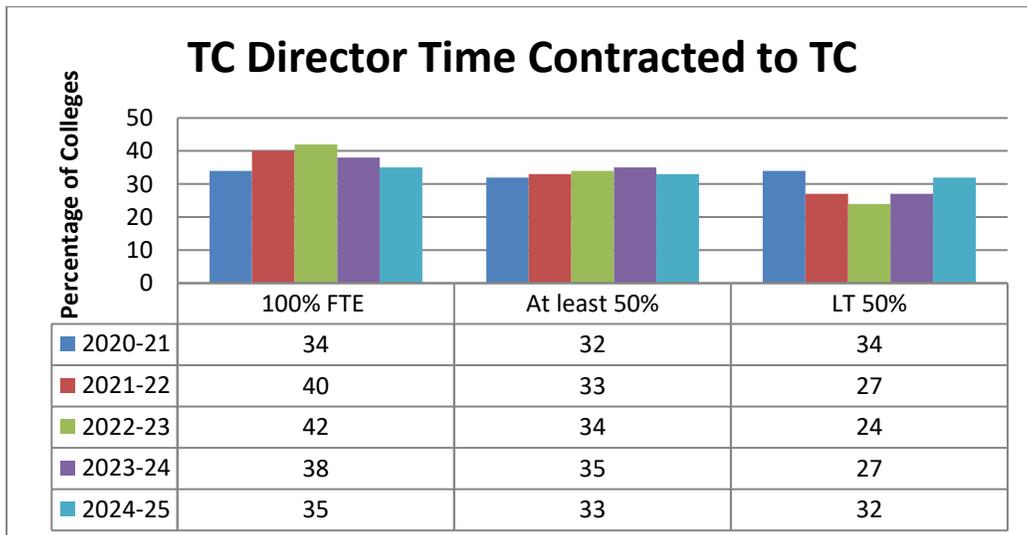


Figure 17

Question 13: The transfer center director is management, faculty, or classified status?

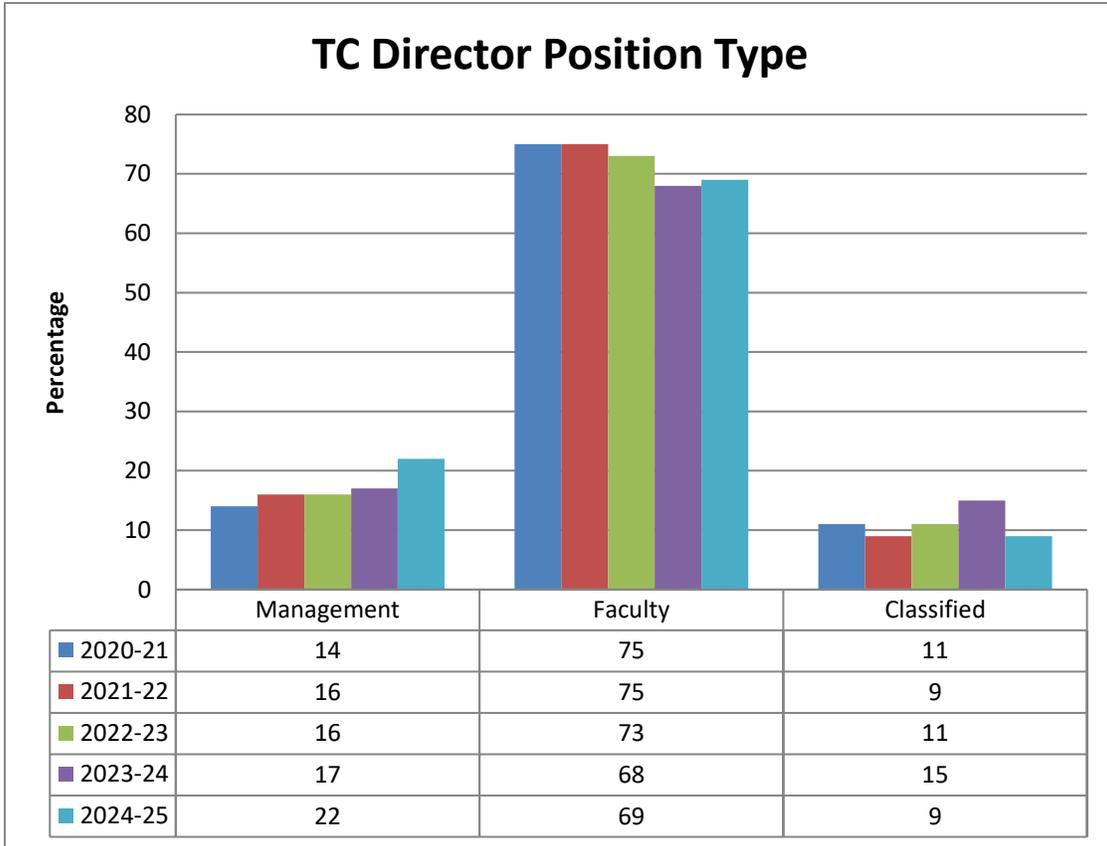


Figure 18

Question 14: How many years has the transfer center director served in this capacity?

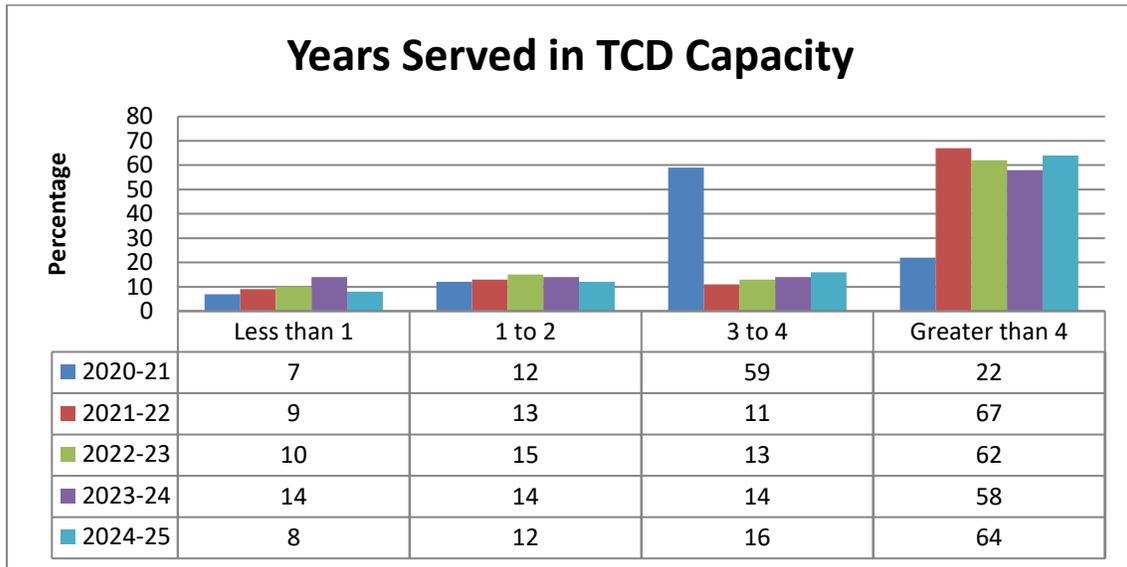


Figure 19

Question 15: Is the transfer center director scheduled for 10 months/year, 11 months/year, or 12 months/year?

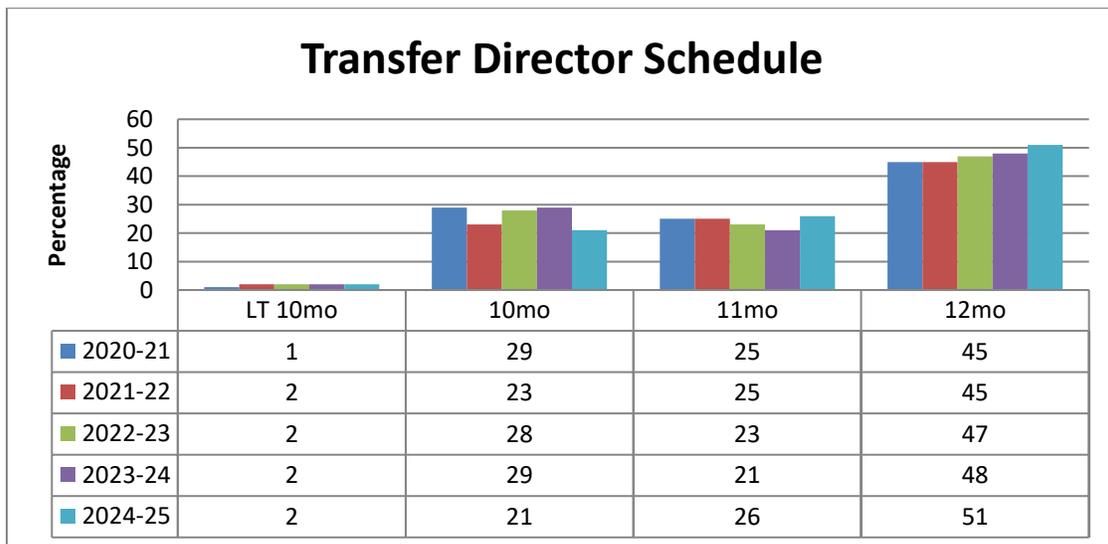


Figure 20

Question 16: Who does the TCD report to?

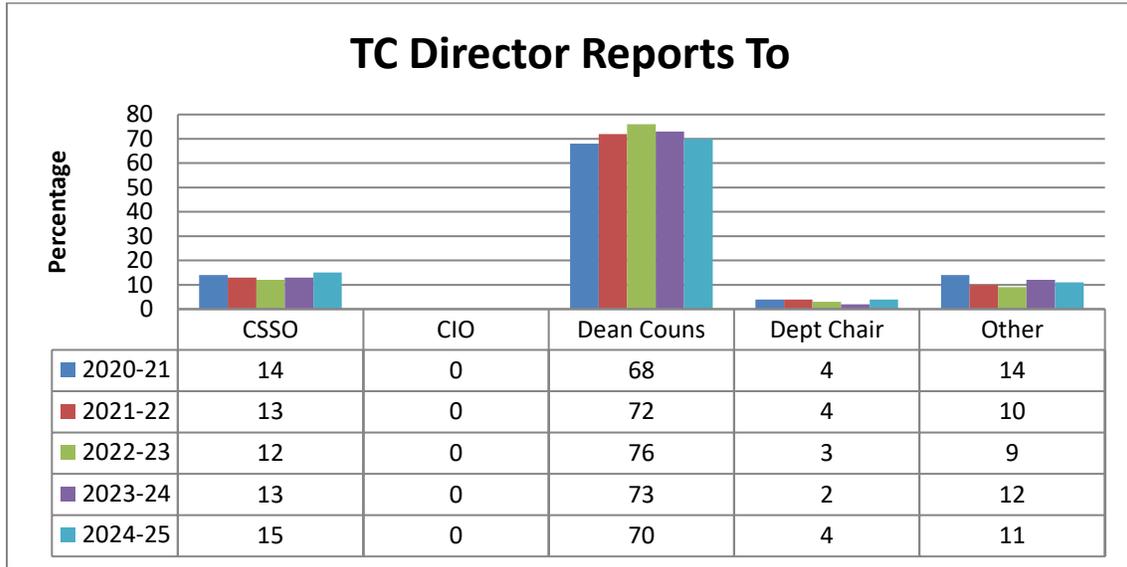


Figure 21

Question 17: What is the combined full-time equivalency of transfer center staff?

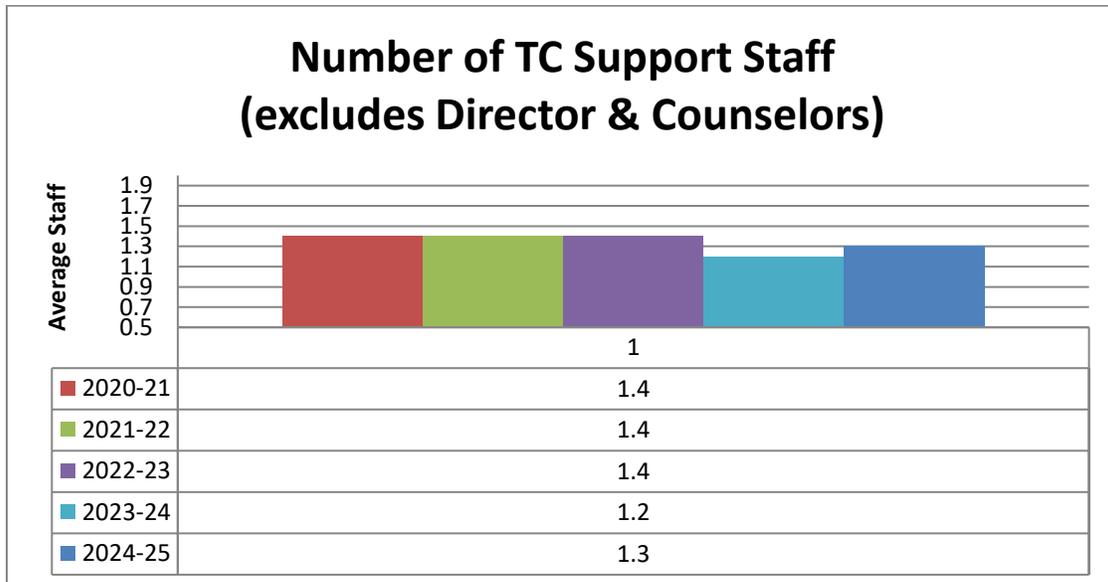


Figure 22

Question 18: What is the combined full-time equivalency of transfer center counselors?

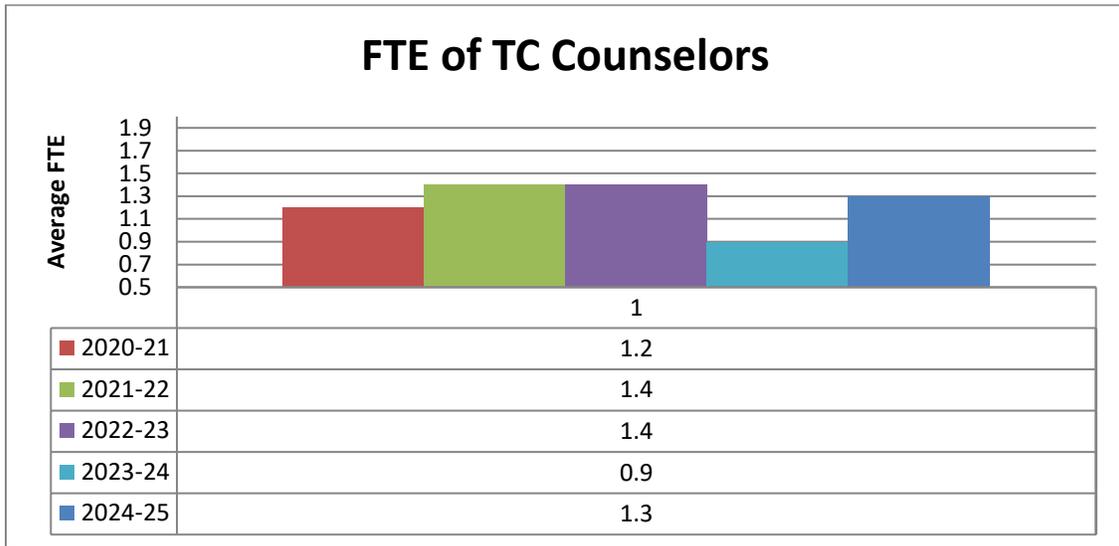


Figure 23