

Chancellor's Office California Community Colleges



Transfer Center Report Results for Academic Year 2022-23

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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 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 2022-23 reporting cycle, ninety-two colleges submitted the required report to the Chancellor’s Office.

This report does not include data from the colleges listed below, as these colleges did not certify a report by the reporting deadline. Included in this list are three colleges who are waived of reporting for 2022-23, as they are participating in a streamlined reporting pilot project. A notation of (P) is next to those colleges who are participating in the pilot.

Alameda College	Riverside City College (P)
Bakersfield College	Sacramento City College
Berkeley City College	San Bernardino Valley College
Columbia College	San Diego Miramar College
Contra Costa College	Sierra College
East Los Angeles College	College of the Siskiyous
Gavilan College	Taft College
Las Positas Community College (P)	West Hills College Lemoore
Los Angeles City College	West Los Angeles College
Los Angeles Trade-Tech College	Woodland College
Madera Community College (P)	Yuba College
Mission 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 Sean Madden, Community College Program Assistant, Educational Services & Support Division, CCCCCO, at smadden@cccco.edu.

At a Glance...

- 98 percent of colleges have an active transfer center plan, with 45 percent of the colleges updating the plan annually, and 42 percent updating the plan every three years or more.
- 92 percent of the colleges report that the transfer center plan has undergone a program review, and of those, 81 percent are standalone reviews.
- 62 percent of colleges report that dedicated funding supports their transfer center plan.
- 30 percent of transfer centers are dedicated facilities and 69 percent are co-located. Of the co-located centers, 62 percent share space with a Career Center and 49 percent share a space with the General Counseling Center.
- 8 percent of transfer centers report having a satellite location.
- 88 percent of transfer centers are on a 12-month schedule, 4 percent are on an 11-month schedule, and 8 percent are on a 10-month schedule.
- 28 percent of transfer centers are open more than 40 hours per week. 64 percent of transfer centers are open between 30 and 40 hours per week.
- 62 percent of transfer centers offer evening hours. 5 percent of transfer centers offer weekend hours. 32 percent of transfer centers are open four days each week in the evening, a decrease of 4 percent from the previous year.
- Transfer centers averaged 3,884 student contacts (in-person and virtual) this reporting year, a decrease from 7,000 the previous year.
- Transfer centers provided an average of 1.9 college/university field trips, an increase from the previous year.
- An average of 6.8 (69%) UC campuses attended fall transfer day fairs when held by a college transfer center, along with an average of 7.9 (32%) CSU campuses.
- 42 percent of transfer center directors are full time, up 2 percent from the previous year. 34 percent are at least one-half time.
- 73 percent of transfer center directors are faculty, and 62 percent of transfer center directors have served in their role four years or more. 25 percent of transfer center directors have served two years or less. The length of time in the position decreased from the previous year.

- 47 percent of transfer center directors are on a 12-month schedule, 23 percent on an 11-month schedule, and 28 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 unchanged from the previous year.
- 76 percent of transfer center directors report to the dean of counseling; 12 percent report to the Chief Student Services Officer (CSSO).
- 90 percent of transfer center directors are directly involved with college decision making, an increase from the previous year.
- 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 78 percent, followed by the need for additional operational funding.
- \$425,413 is spent on average per college annually for transfer center operations, reflecting an upward trend the past five years.
- 67 percent of revenue comes from the general fund, 15 percent from Student Equity Achievement (SEA) funds.

Section 1: Status and Plan

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

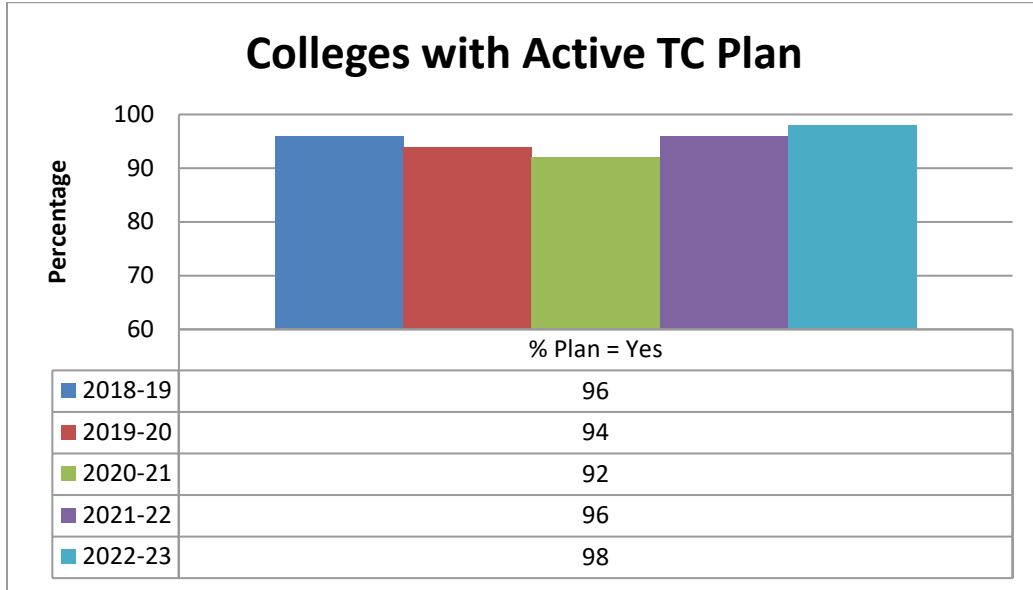


Figure 1

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

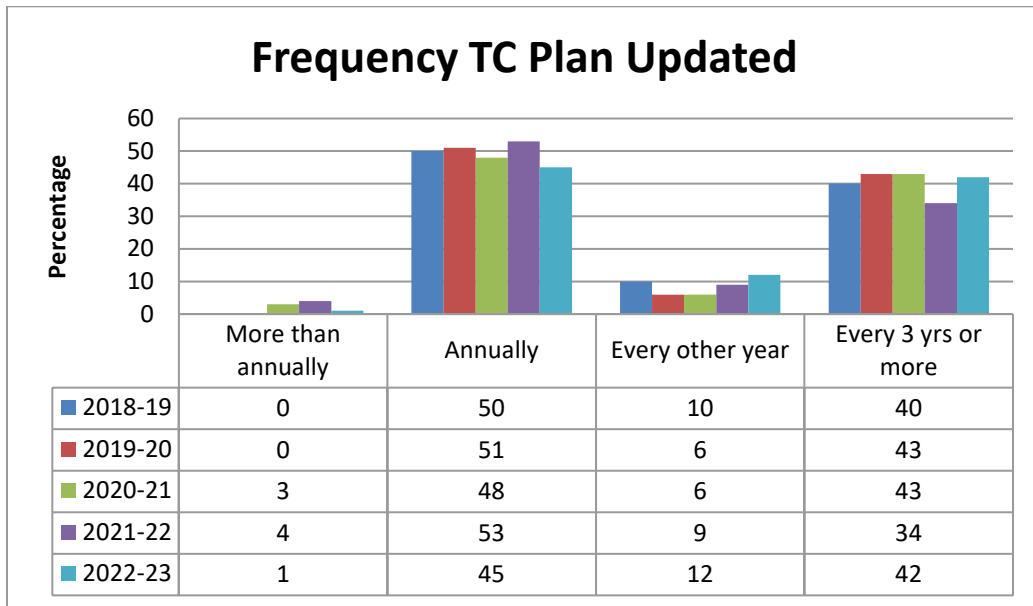


Figure 2

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

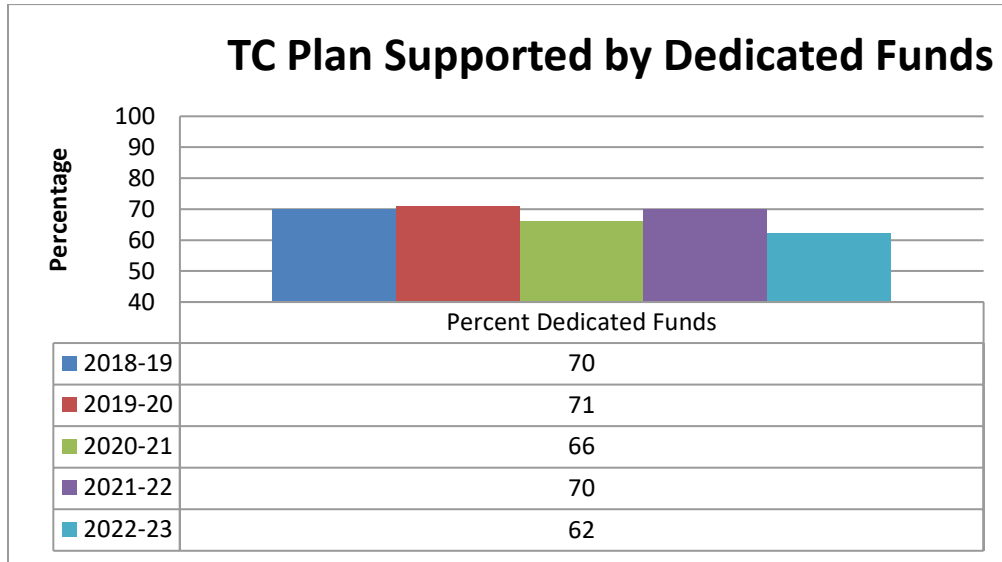


Figure 3

4. Has the transfer center undergone program review?

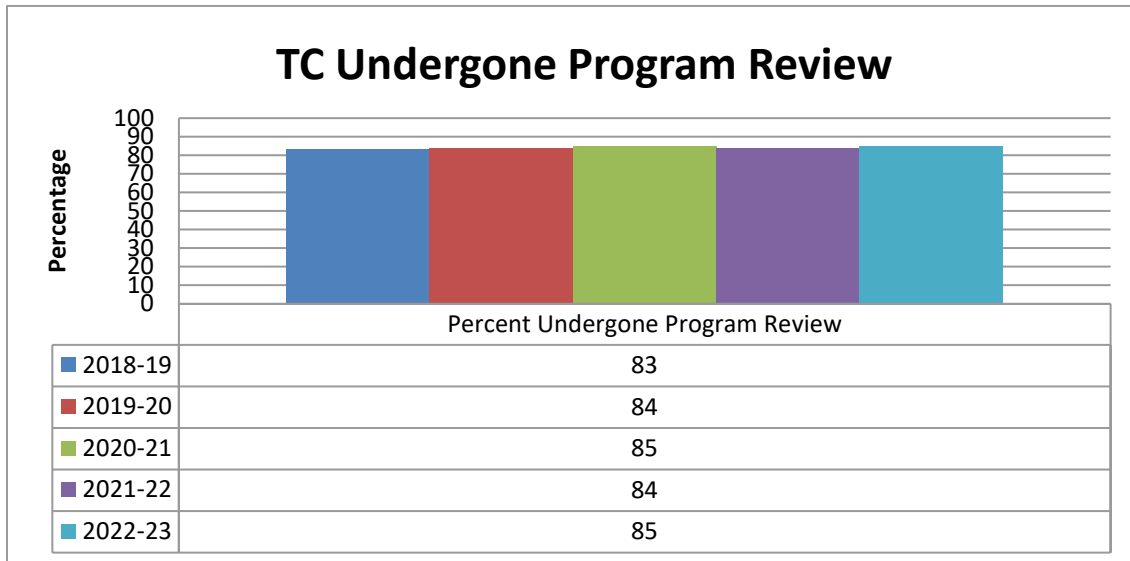


Figure 4

5. Is the transfer center a standalone program review?

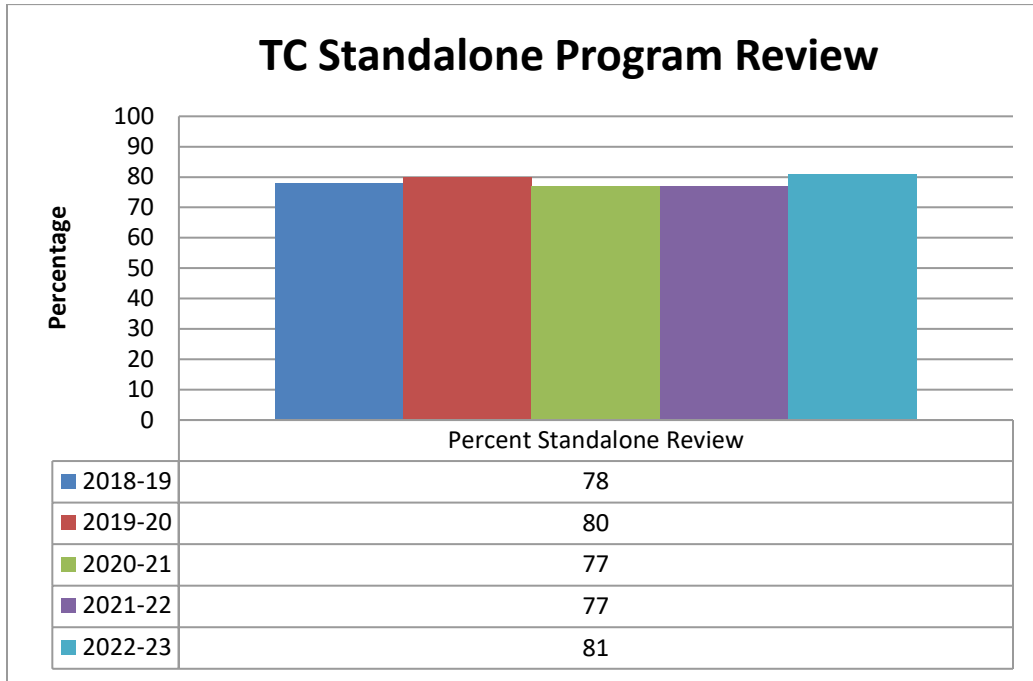


Figure 5

Section 2: Transfer Center Facility

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

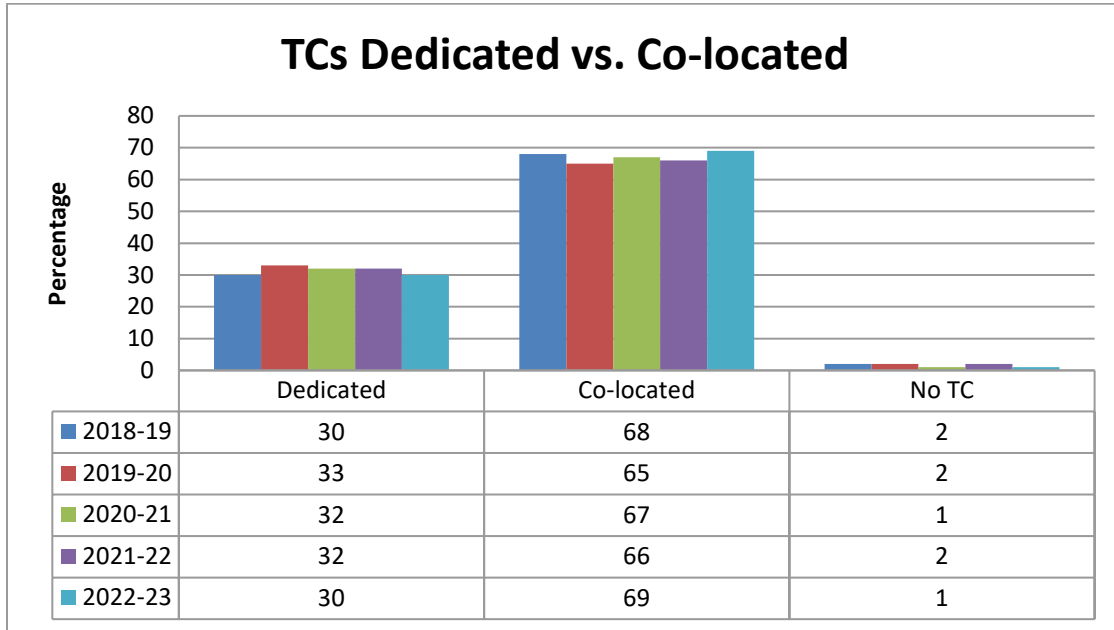


Figure 6

2. If co-located, where?

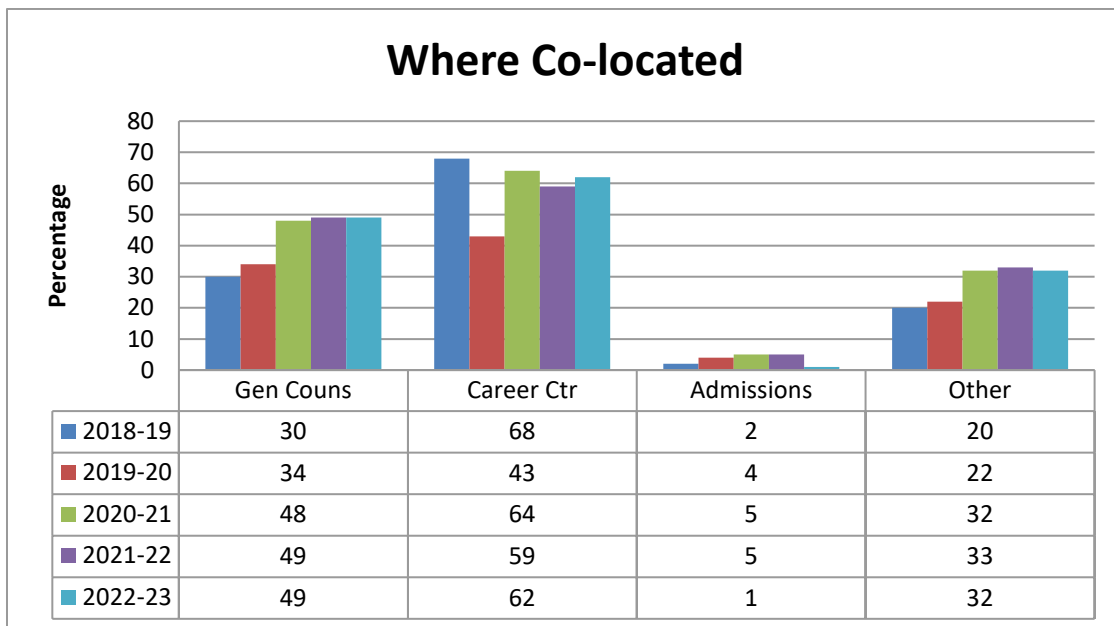


Figure 7

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

3. Does your transfer center have a satellite location?

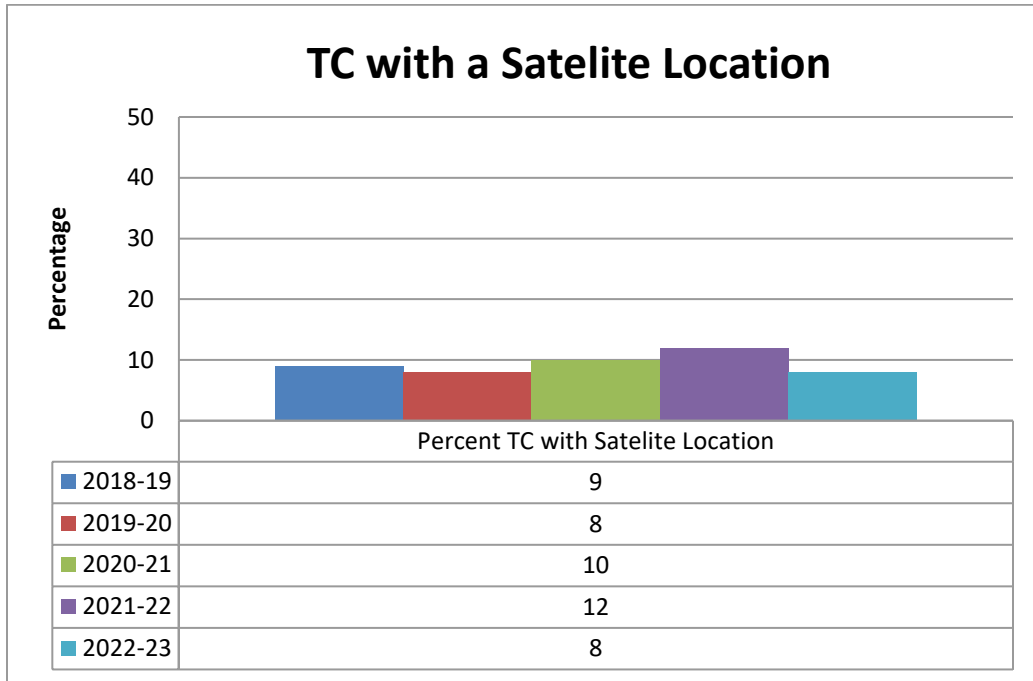


Figure 8

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

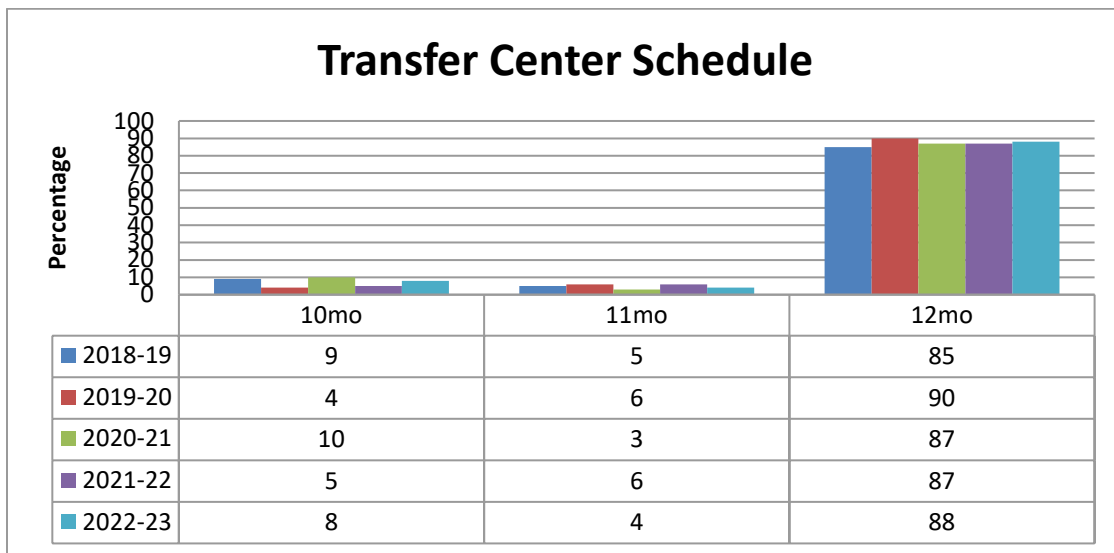


Figure 9

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

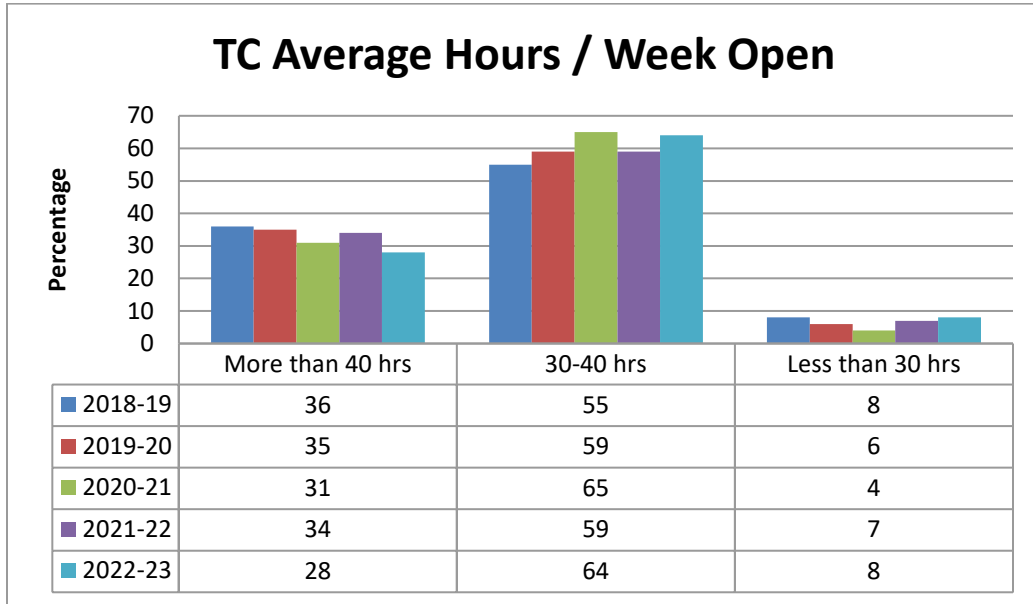


Figure 10

6. Does your transfer center offer evening hours?

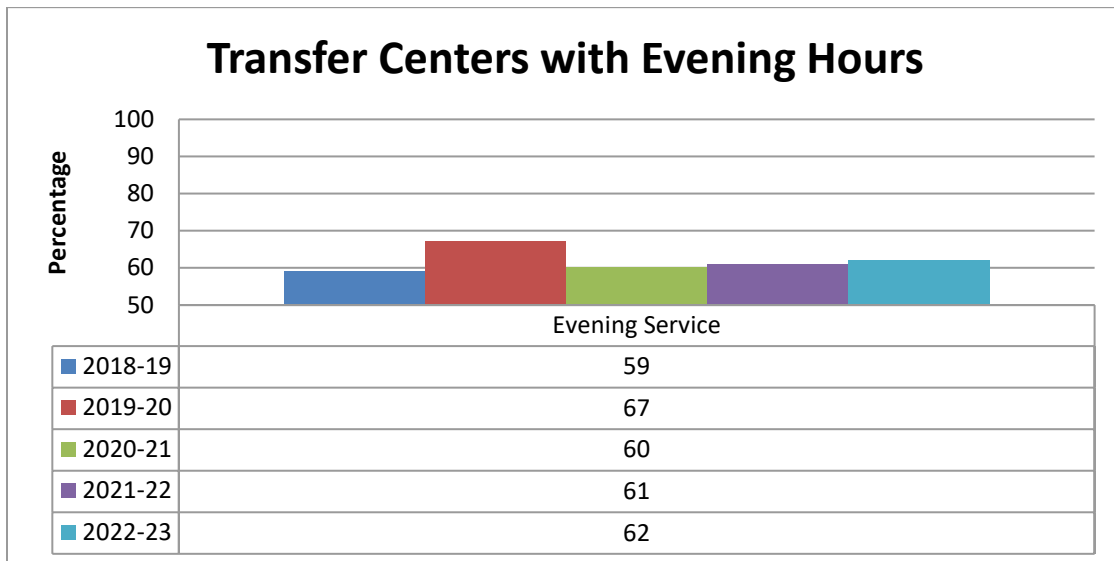


Figure 11

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

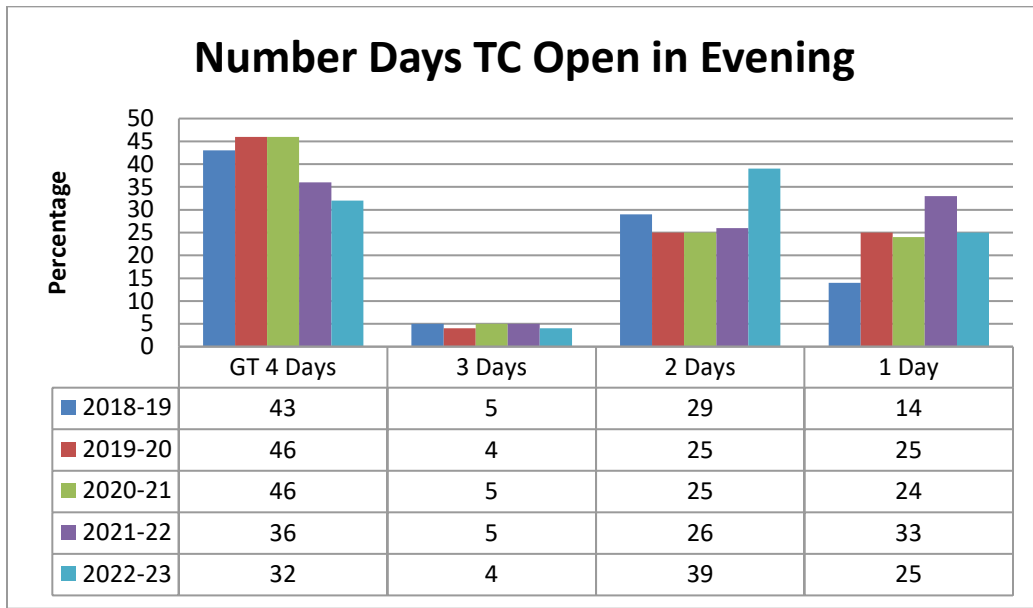


Figure 12

8. Does your transfer center offer weekend hours?

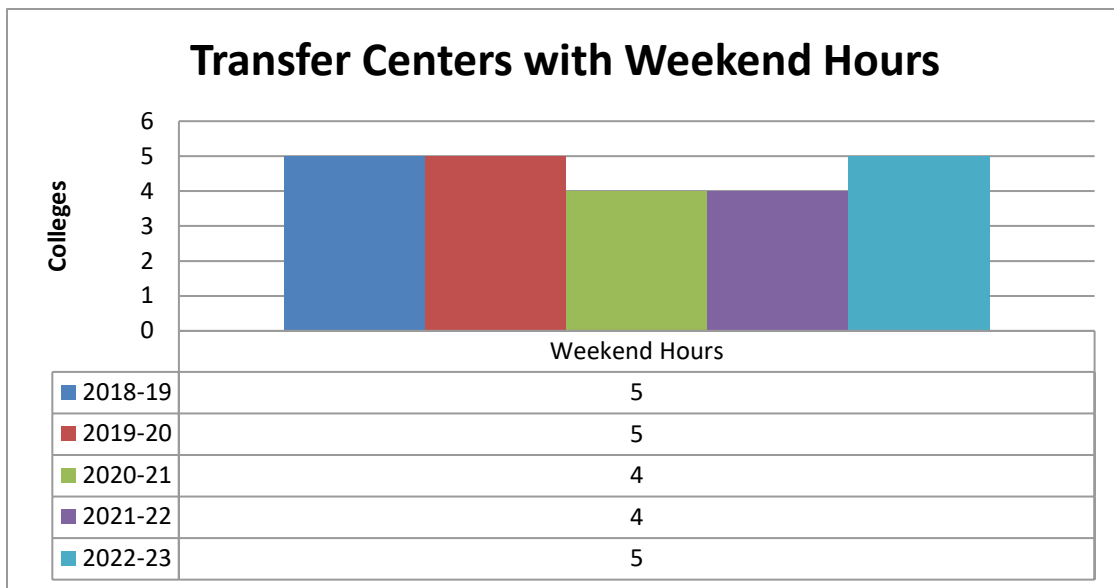


Figure 13

Section 3: Transfer Student Services

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

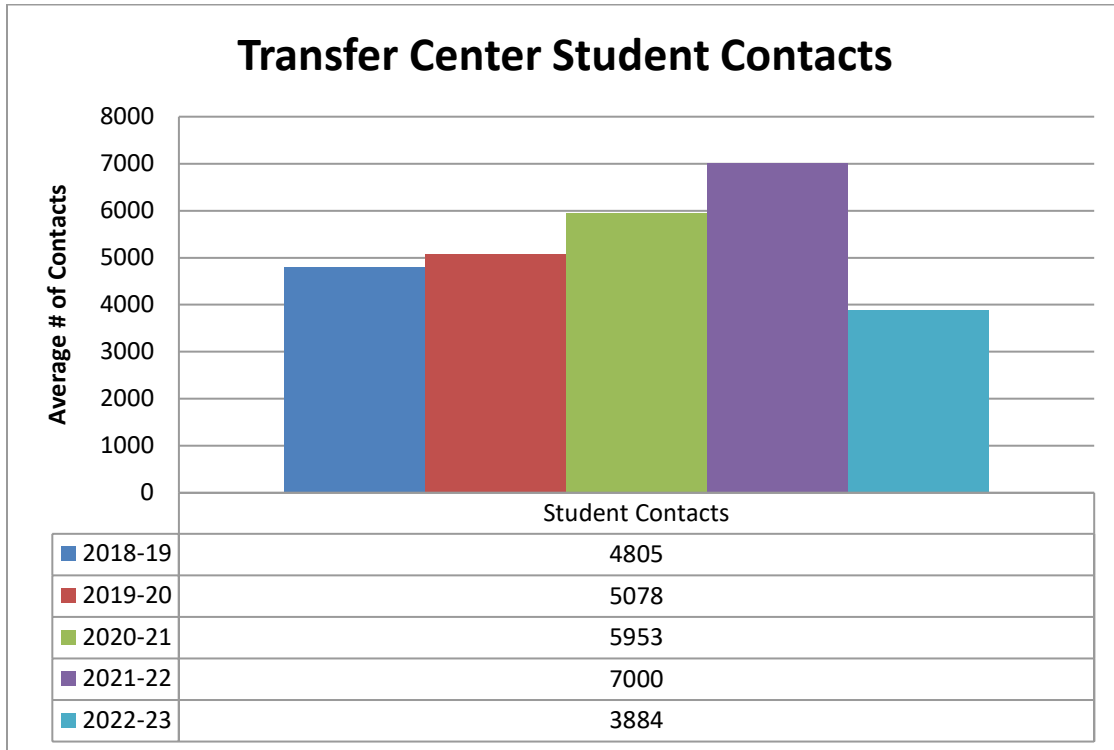


Figure 14

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

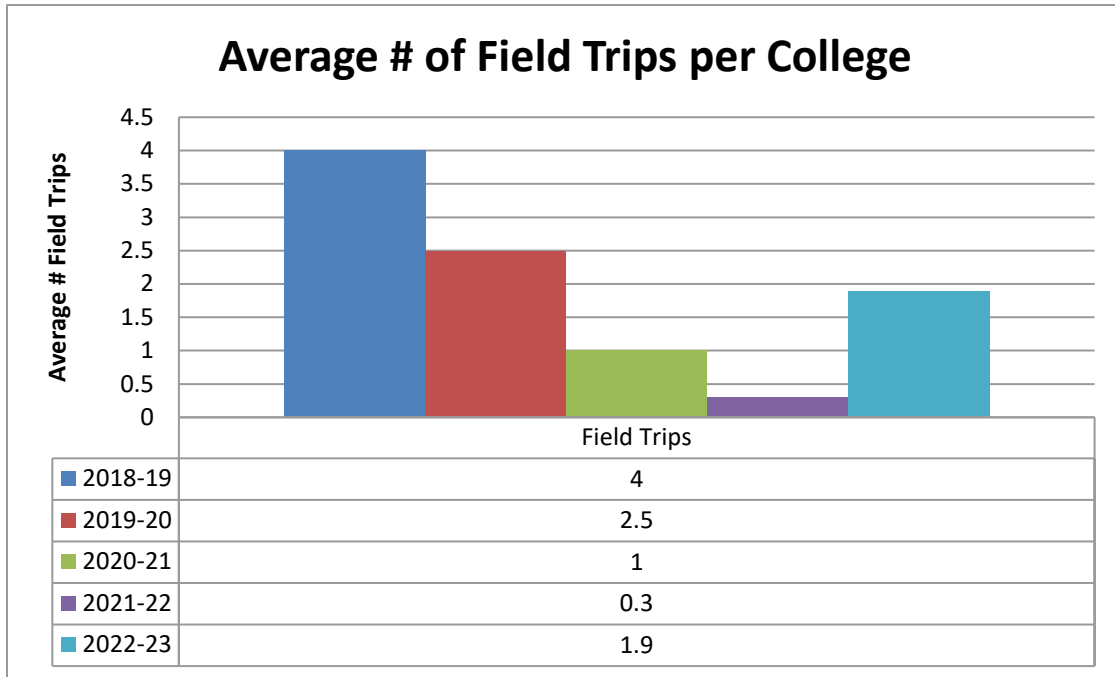


Figure 15

How many students participated in the field trips?

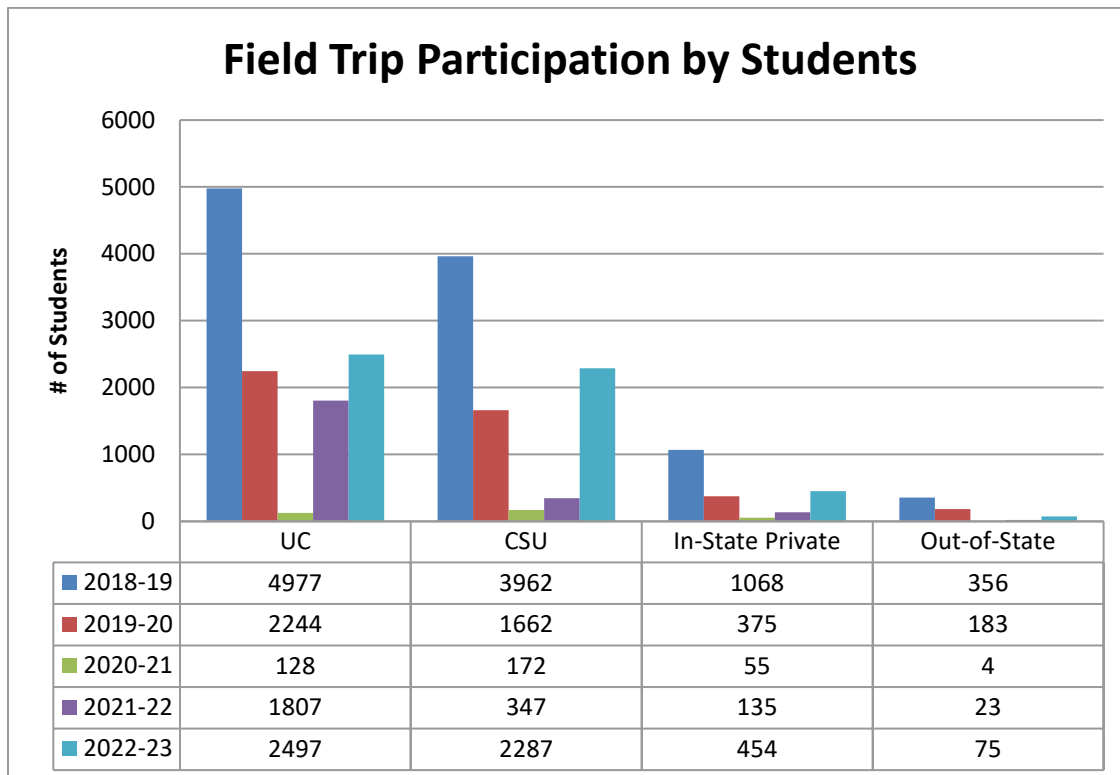


Figure 16

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

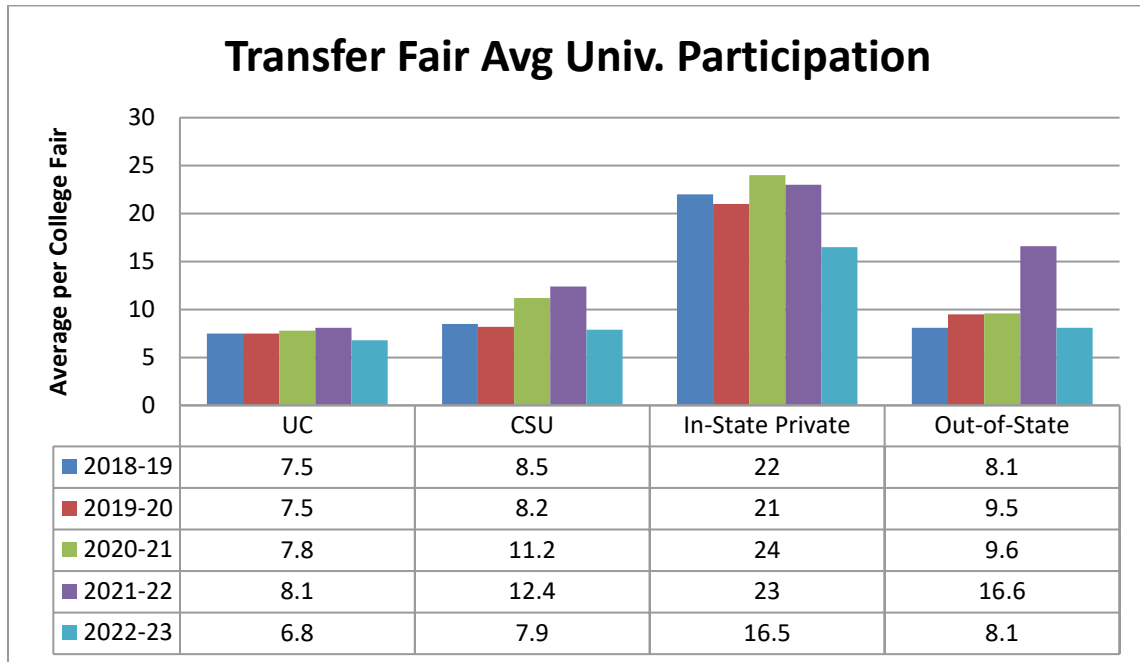


Figure 17

Note, 98 percent of colleges hosted a Transfer Day event in fall 2022.

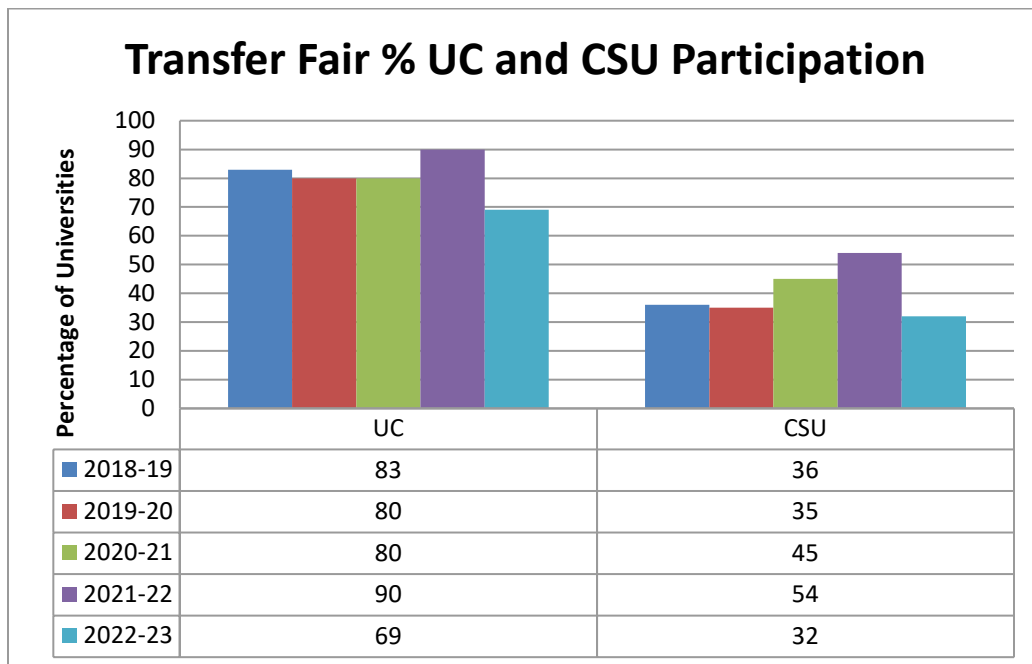


Figure 18

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

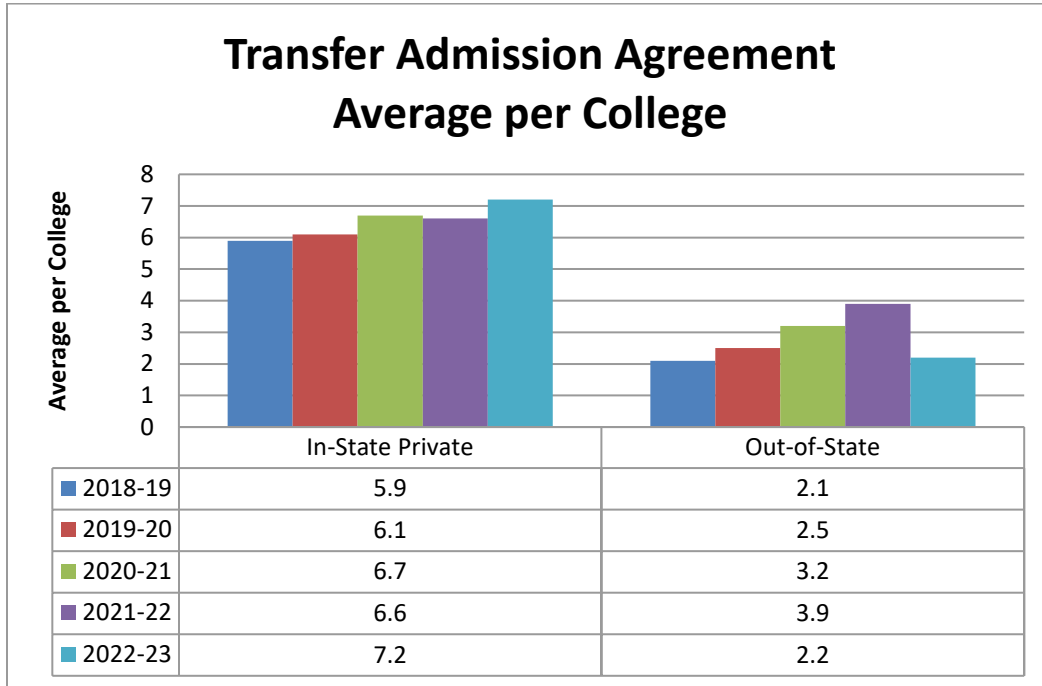


Figure 19

Section 4: Administration

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

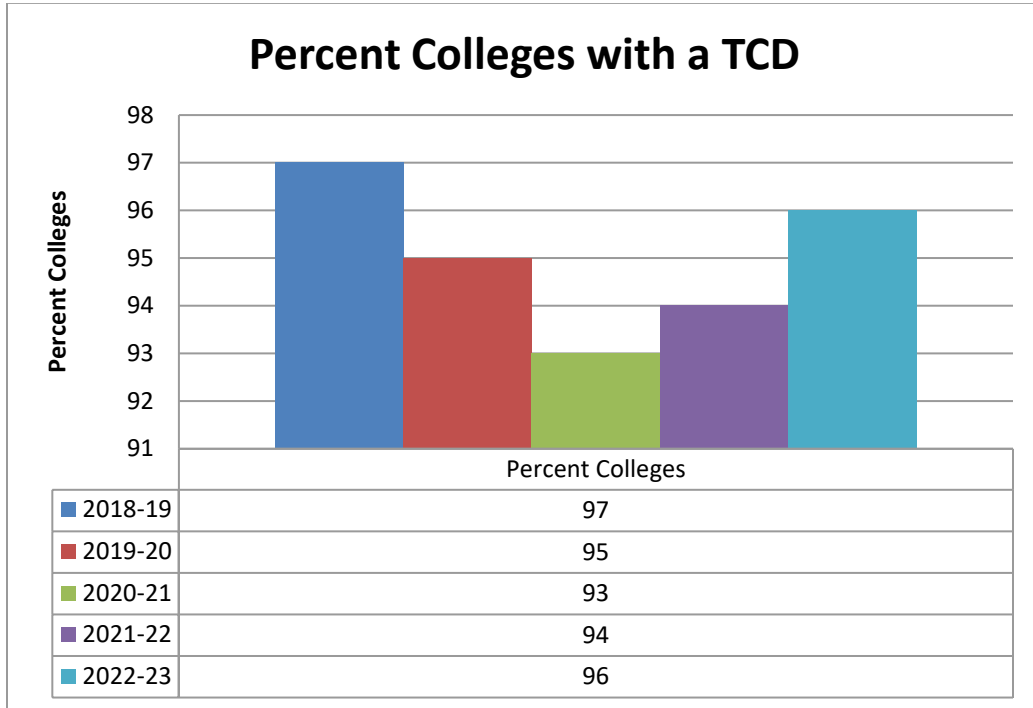


Figure 20

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

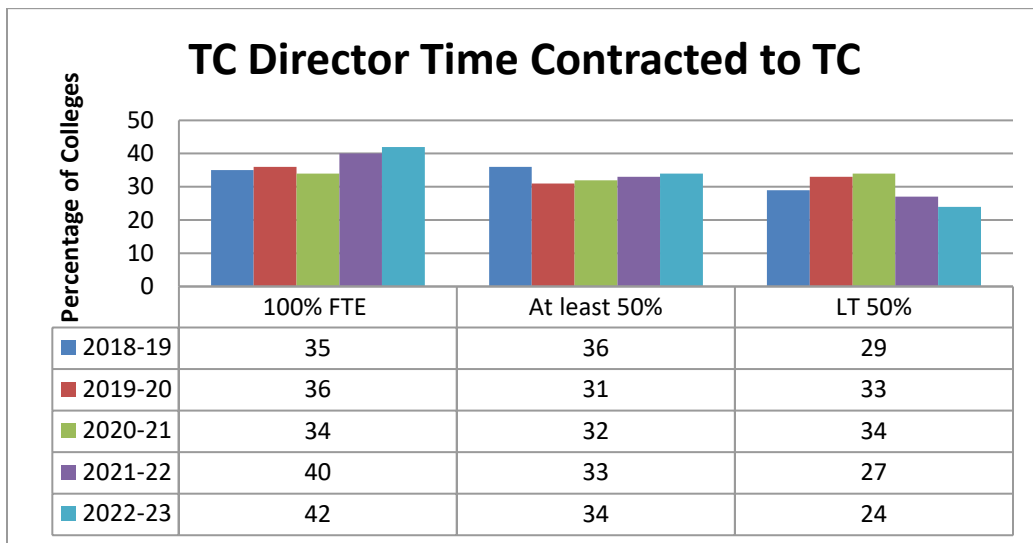


Figure 21

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

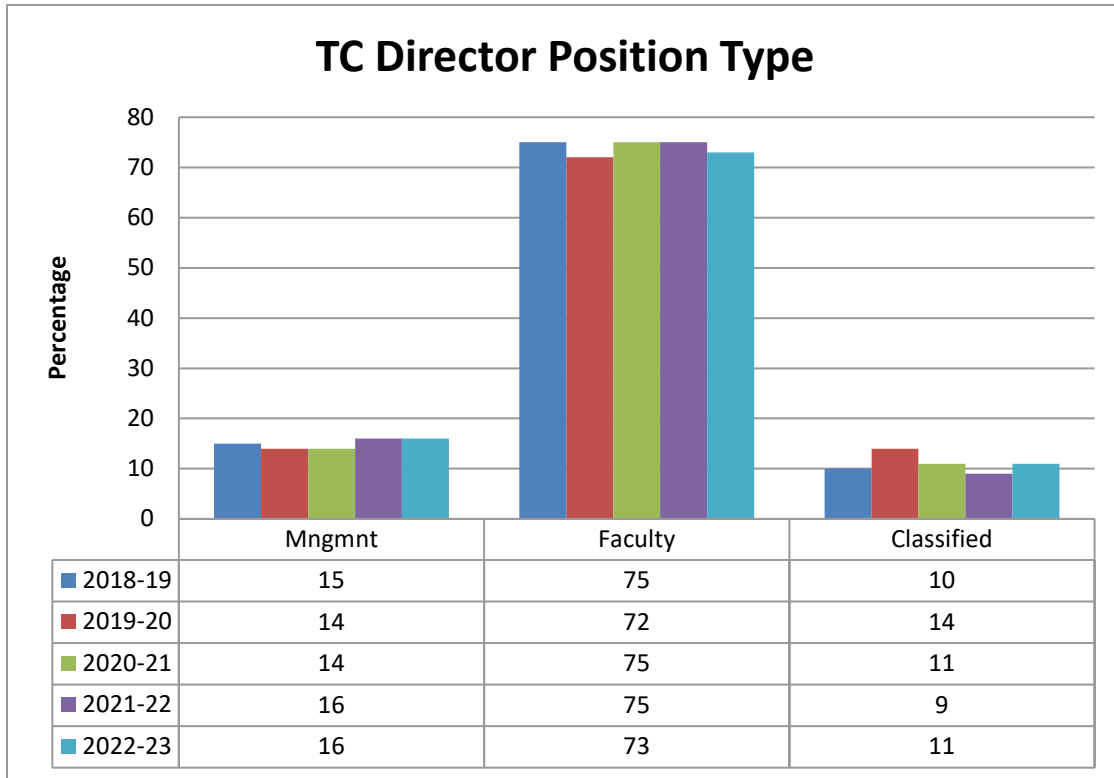


Figure 22

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

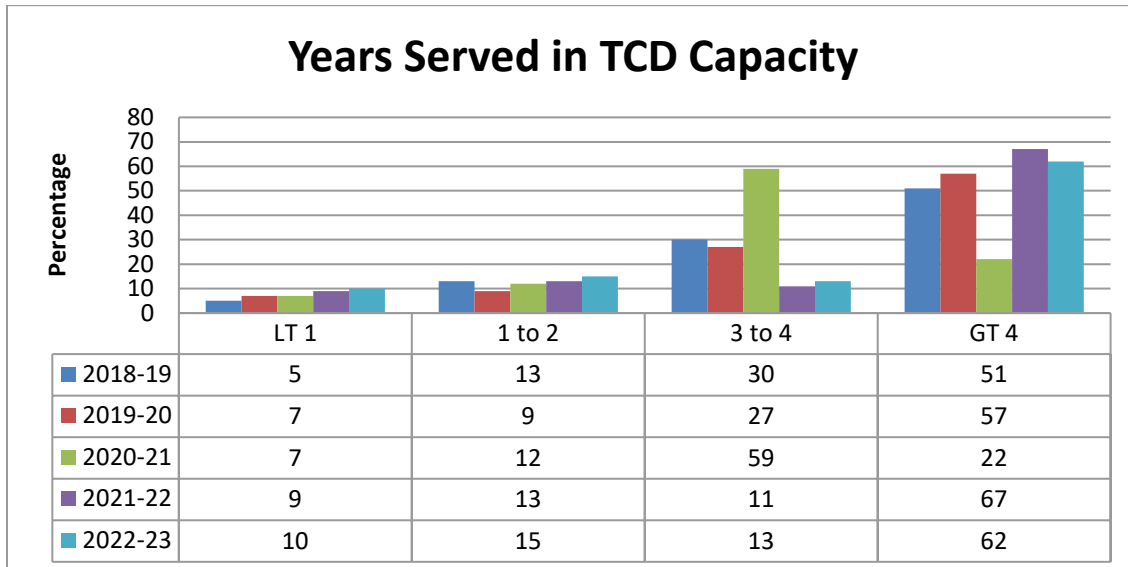


Figure 23

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

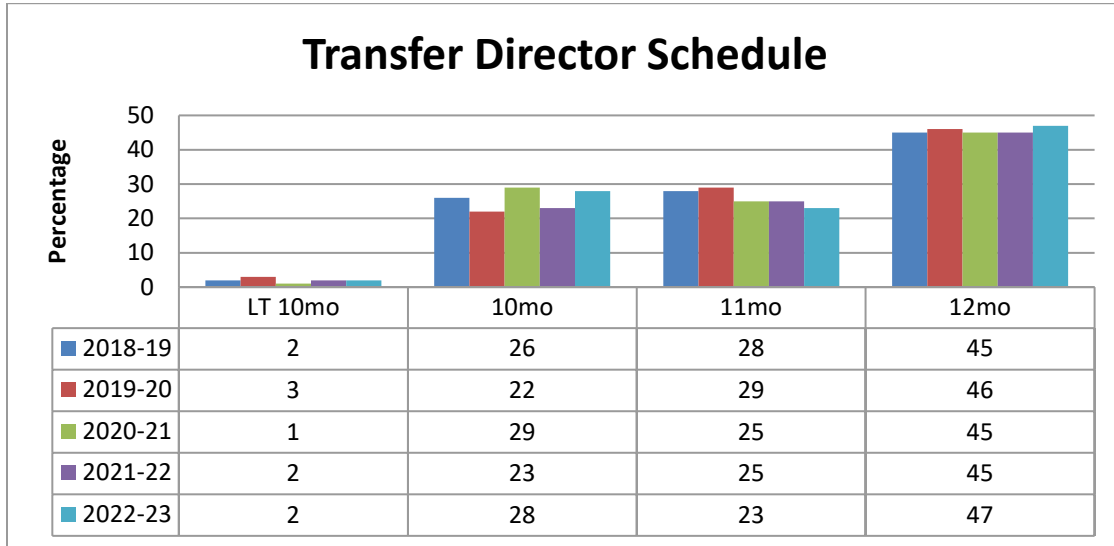


Figure 24

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

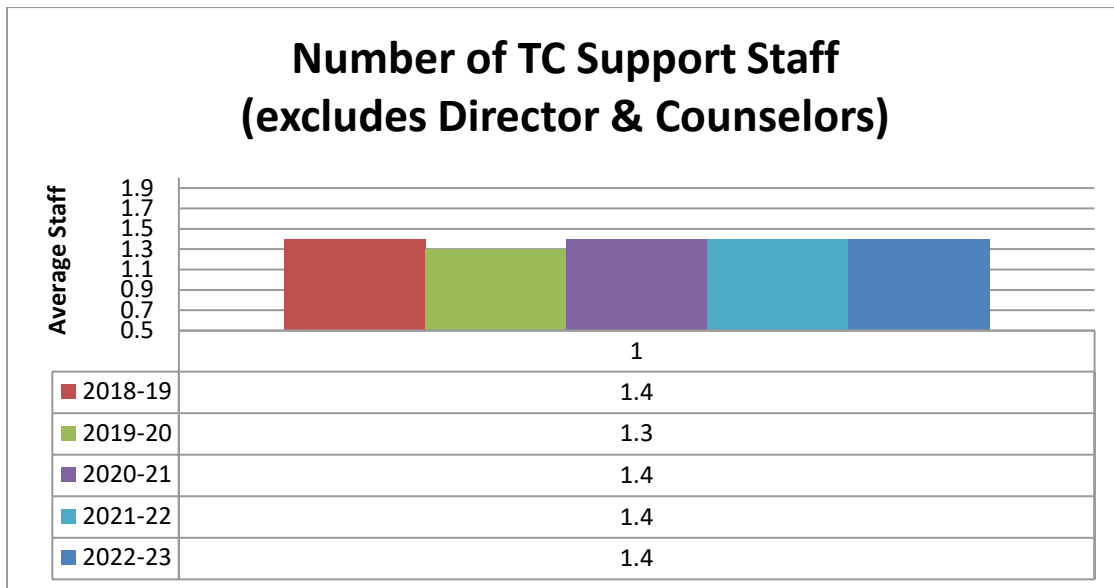


Figure 25

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

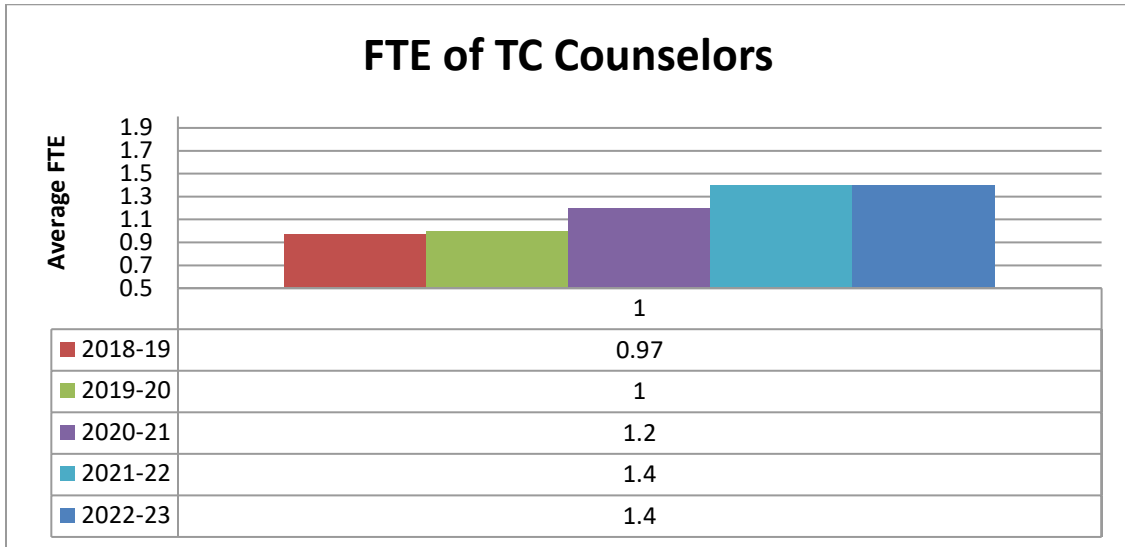


Figure 26

The transfer center director reports to:

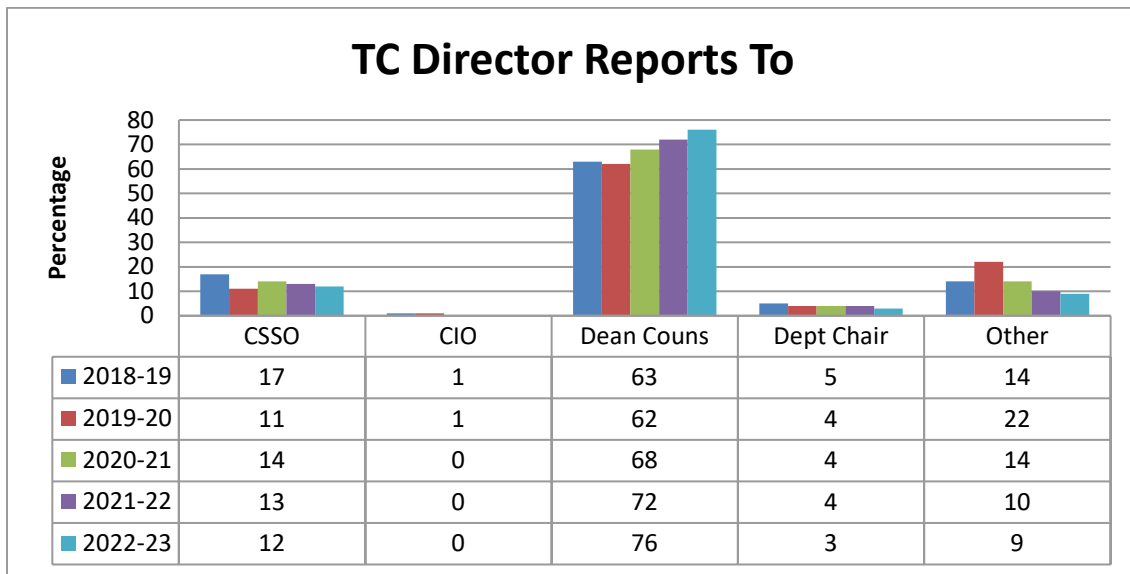


Figure 27

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

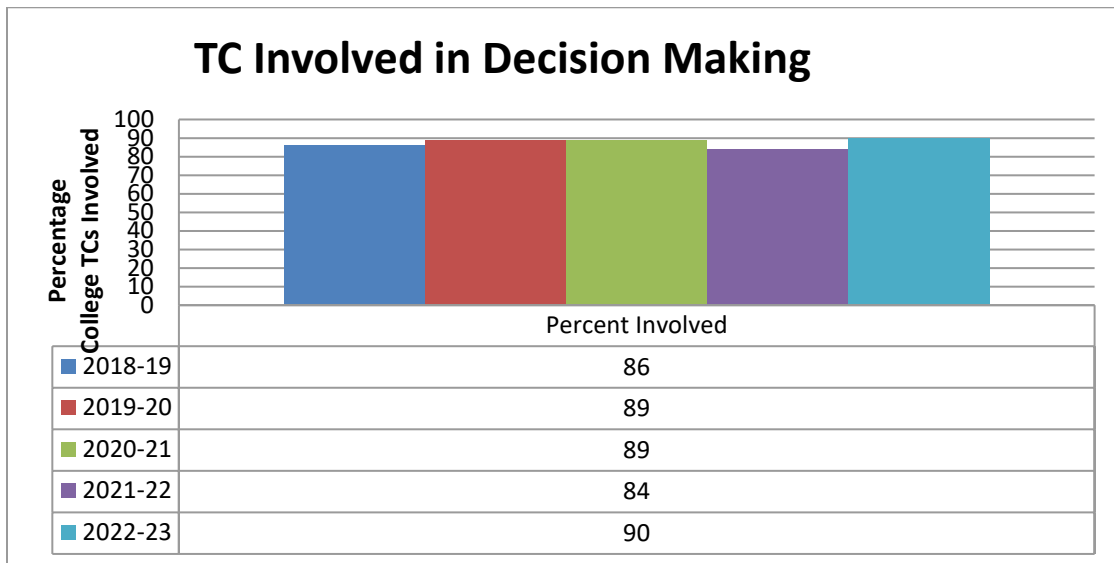


Figure 28

Section 5: Challenges

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

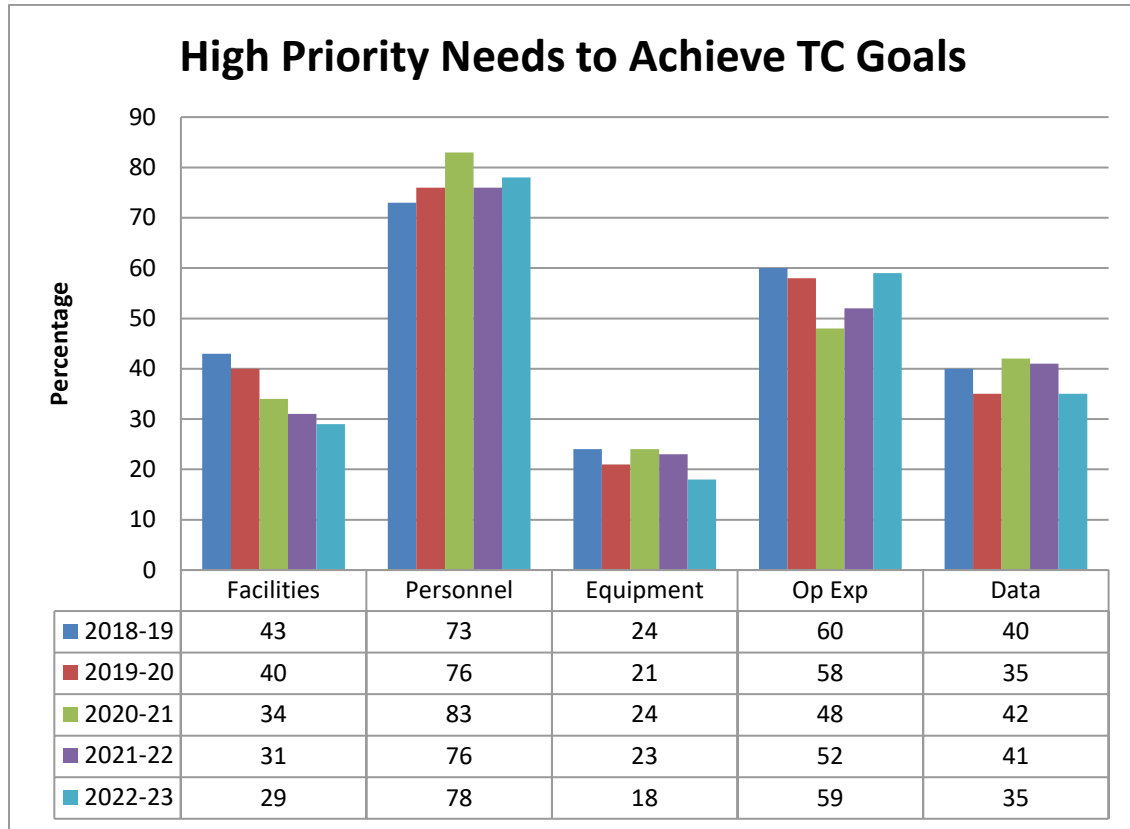


Figure 29

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.*

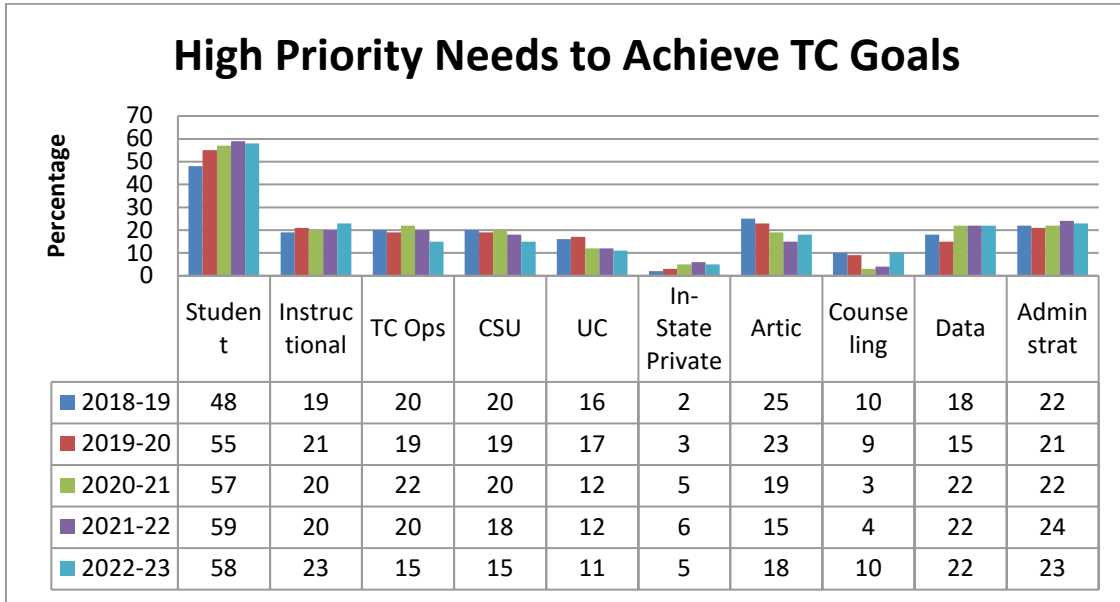


Figure 30

- 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.*

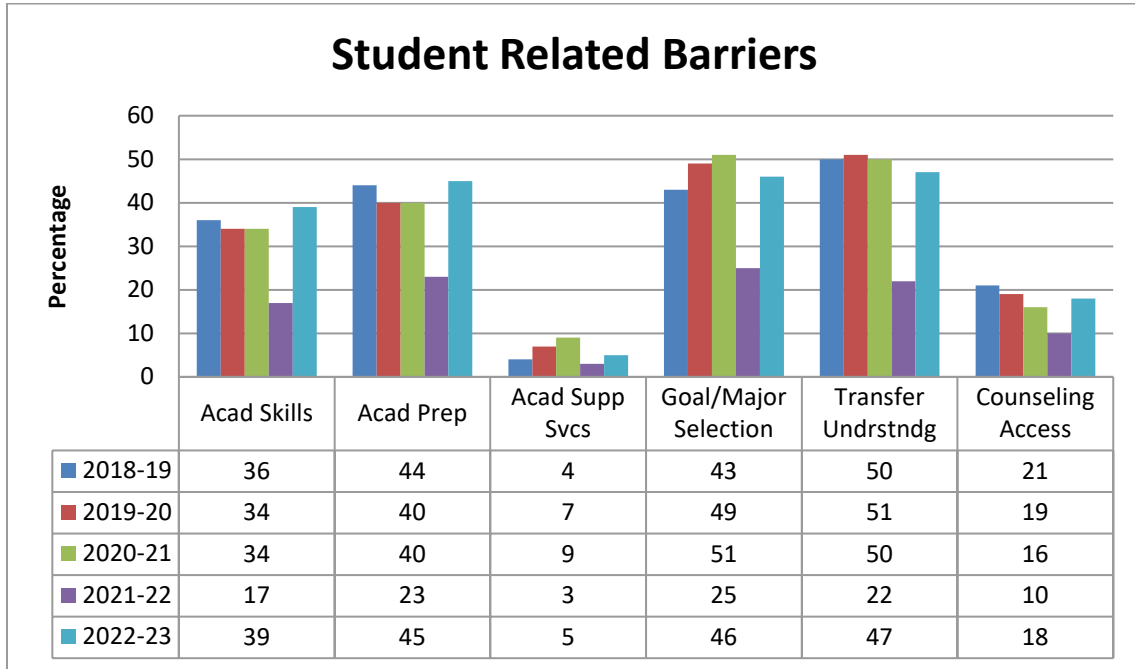


Figure 31

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

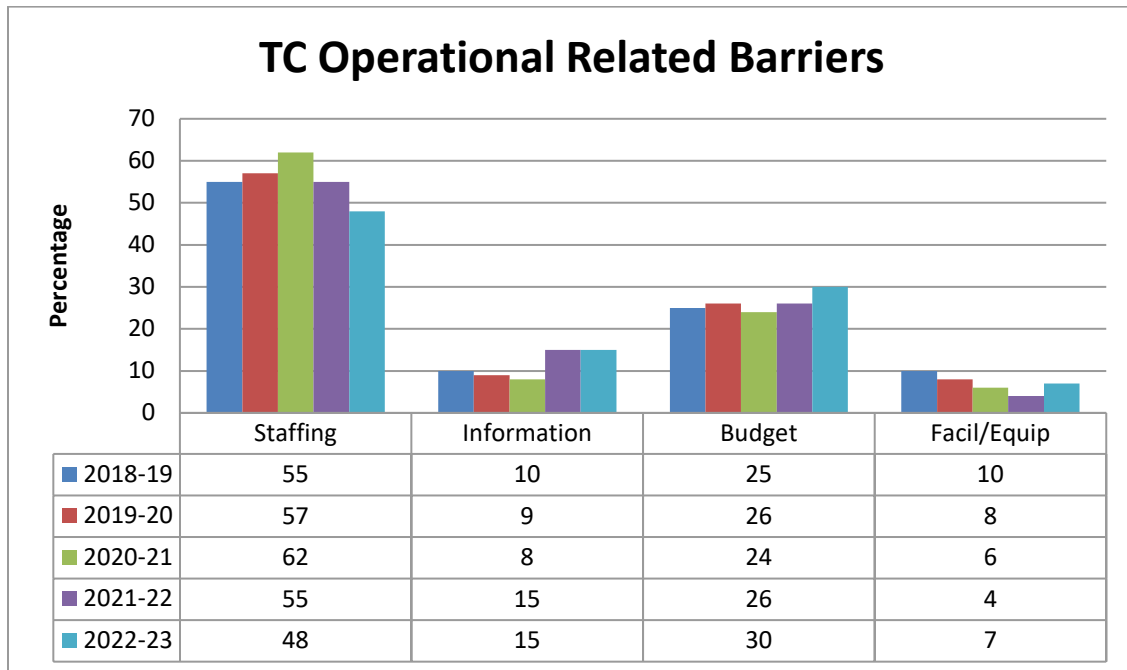


Figure 32

5. Transfer Center Director comments regarding barriers:

Staffing Related:

- There is no full-time support staff. Working in the hybrid setting allowed more flexibility seeing students and working with 4-year universities. UCs only accept students with very high GPAs, which is hard to achieve if working fulltime.
- The Transfer Center is understaffed and underfunded. The TC is expected to lobby other campus departments for funds. Evaluators are located at the district thus disconnected. Evaluation timeline is 120 days. Timing and communication of degree cancellation hurts transfer.
- In 2022-23, [College] was the only college in our region without a dedicated Articulation Officer.
- With a permanent TC Faculty Counselor/Coordinator in place, the coordination is the responsibility of the faculty coordinator. The specialist will provide support for the coordinator who leads the work of the Transfer Center.

- A challenge that we are experiencing is our four-year universities. There has been a lot of turnover and we have not had the number of visits like in the past.
- I have been assigned 6 hours of coordination per week and it is not enough time to coordinate the operations of the Transfer Center and have a robust program. In addition, not all university representatives report the number of our [college's] students they have seen.
- While the Center re-established a Counselor/Coordinator position, only 25% of the assignments are allocated towards coordination. Thus, the center needs more staffing to assist with transfer program coordination. The center will benefit from having additional counselors.
- [College] experienced many course cancellations affecting transfer students' completion timeline. Also, lack of clerical staff for the Transfer Center regarding summer 2022, fall 2022 and spring 2023 limited transfer services.
- Our greatest need is still additional support staff to better serve both our general transfer student population as well as our equity student population.
- Administration chose not to hire a full-time counselor despite being ranked by Academic Senate.
- [Name] is serving as interim director of the University Transfer Center (UTC) while also coordinating the University Transfer Academy support program in the UTC.
- Decrease in 4-year representative in-person visits over the past year due to reported staffing difficulties.

Information Related:

- Tuition costs are a barrier/financial aid awareness, timing of updates to articulation and admission policies/practices being provided mid-application cycle.
- Most representatives are virtual and use their own scheduling services. This allows students more access but is difficult to retrieve numbers regarding how many students are utilizing these services.
- Challenging to capture accurate university student contacts because universities were using their scheduling system.
- There could be more communication with the researchers on data that would be best for outreach to transfer students earlier.
- National Student Clearinghouse enrollment data is accessible, but [College] has experienced turnover in the Institutional Effectiveness department. This data is not readily available to the Transfer Center Coordinator. This data would be helpful to program review and assessment.
- Many of the university representatives are still working remotely so we don't know how many students they see.

- Where can we find the accurate number of transfer students from [College] at each particular university (UC, CSU, private, OOS)? Is it based on first campus student attended, or most units, or where they completed the AA or last CCC attend?
- Articulation is a challenge with campus in non-local proximity. There is still a lack of clear info on ASSIST. I believe a systemwide policy to improve articulation especially with non-local out-of-area campuses would help.

Other:

- The volume of unfunded mandates is becoming overwhelming in transfer. Feeder universities like SDSU not publishing articulation agreements on ASSIST is a huge issue facing transfer advising.
- I had to rank some of these even though there is NO barrier and they do not impact students. What is the biggest barrier is the limitation of spaces for transfer and the insane GPAs (CS at 3.9 at UC San Diego and the lowest in the state for UC is 3.2). Also limited majors at CSU San Marcos.
- Helpful to have specific Transfer Funds to help all students vs. categorical that are set aside to only help some students. Without consistent funds we have a high turnover rate. Transfer is a priority as one of [College's] Institutional Set Standards.
- 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.
- Effective collaboration has been established with our Institutional Research office, and general support is received to complete major reporting needs.
- Admissions cycles for several universities (majors) vary each year depending on number of students enrolled and what programs are available and/or impacted. Also, rankings were tied or could go higher or lower, but could not use same rankings in each section.
- The sections on barriers have some deficit language and merits a discussion for re-wording.
- Our challenges are primarily geographical. We have one CSU/UC and 4 private colleges. Further, Cal Poly Pomona is the only agriculture campus in SoCal and the closest engineering school. We are not in their service area which limits their exposure to our students.
- Our appointments are mainly online. Students request online appointments more than in-person appointments. Our total duplicated online contacts are 2726 and unduplicated online contacts are 1366.
- With just a team of 3 staff we do a lot. #1 in applications to CSUs, but we could use a budget and better spaces for specialists so they can all have appointments at the same time.

- Look for redesign and new features in Assist.org. Transfer is highly specialized. Transfer future uncertain as college administrators bundle career and outreach with transfer services for personnel cost savings. How will this streamline transfer and support for students?
- Our biggest barrier this year continues to be our local admissions and records processing time on Intersegmental General Education Transfer Curriculum and CSU General Education and Associate Degrees for Transfer. Things are looking up with degree audit automation and more hires.
- 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.
- COVID-19 really impacted students' ability to engage in school with many stopping out and returning this current year and relearning how to go to school since they started fully online, and are now relearning how to be back on-campus.

Section 6: Expenditures

1. Average transfer center expenditures by object code

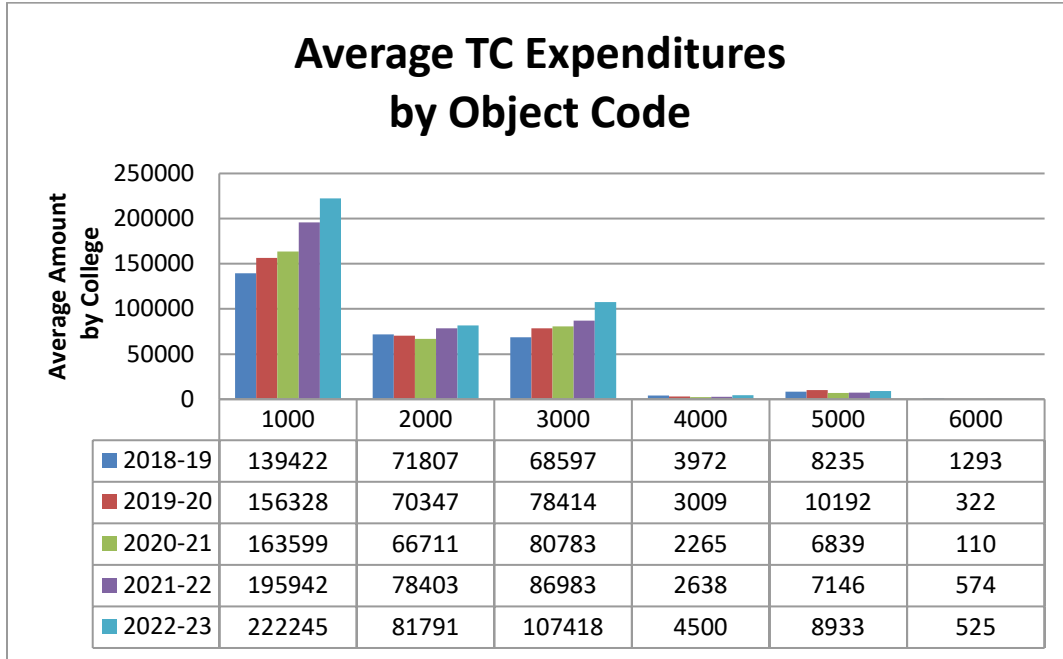


Figure 33

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.

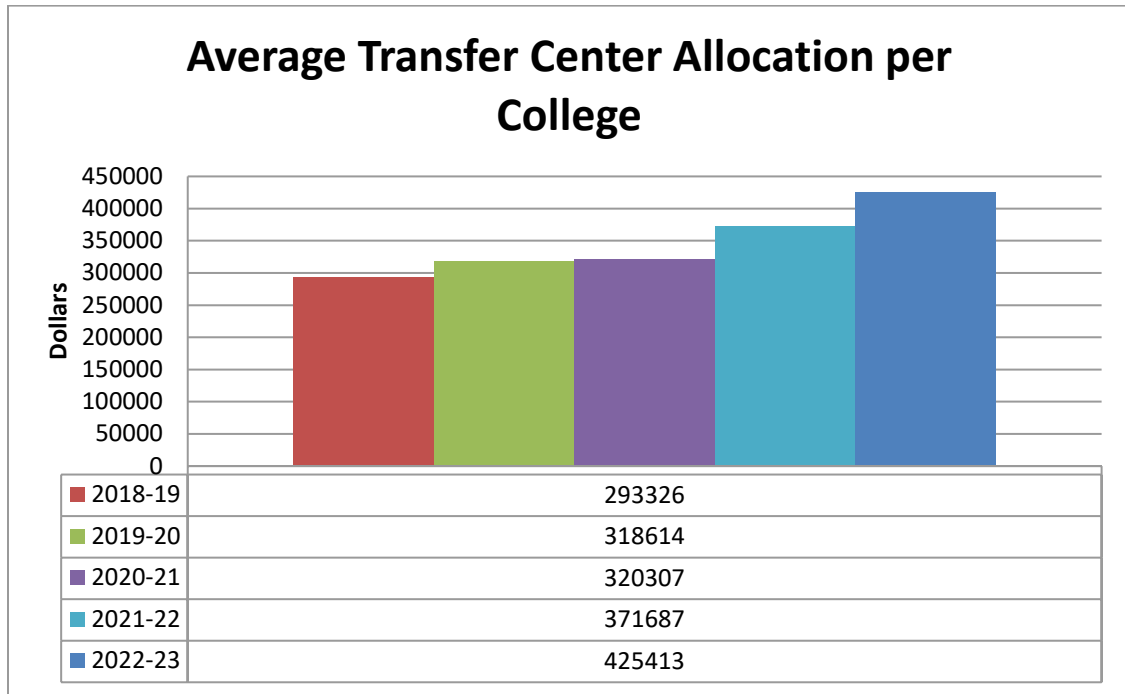


Figure 34

3. Average transfer center income source

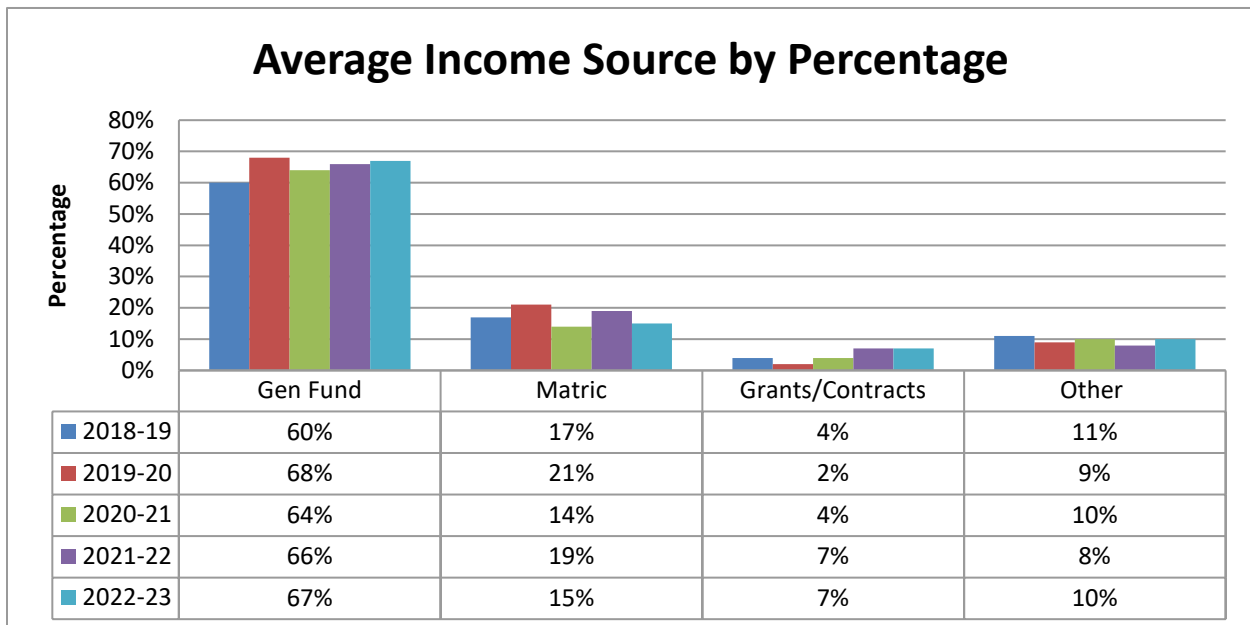


Figure 35