

CALIFORNIA COMMUNITY COLLEGE TRANSFER: RECOMMENDED GUIDELINES

SPRING 2006

a joint publication of the

California Community Colleges
System Office



and the

California Community College
Transfer Center Directors Association

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PREFACE

This document, which originated in April 1997, continues to be a joint effort of the Transfer Center Directors Association (TCDA) and the California Community Colleges System 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.

The California Community Colleges (CCC) were fortunate to have one of the document's original authors, Donna Mekis, agree to spearhead the revision process. Ms. Mekis' vast experience as the Transfer Center Director at Cabrillo College for the past fifteen years, as Coordinator of the Transfer Program at UC Santa Cruz prior to coming to Cabrillo, and as a founding member of the TCDA, provides her with a unique historical perspective on transfer that is evident throughout the revised document. Still, she has masterfully captured the latest thinking of both seasoned and more recent transfer professionals across the state. We are sure that her colleagues share in our appreciation of her willingness to take on this important task amidst her many other responsibilities.

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 Systems Office endorses the guidance provided in this document and encourages districts to implement the recommended strategies for strengthening the transfer process. However, aside from the text of the title 5 regulations, 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 have been 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.

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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.

In the twenty-first century, California faces enormous economic, political and social challenges. 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. Hundreds of thousands more Californians than are currently enrolled in the state's colleges and universities will likely seek access to postsecondary education. This surge in student growth, referred to by some as "Tidal Wave II," is hitting our community colleges and universities. Forty four percent of the state's growth will come from foreign immigration. One in five public school children in California today has limited proficiency in English, up from one in 10 in the 1980's. 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 Education established transfer from community colleges to four-year institutions as a central element in providing broad educational opportunity. In the late 1980's and early 1990's, 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), and transfer center funding (AB 1725). A complementary antecedent to these efforts was the establishment of the Transfer Center Pilot Program in 1985.

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), 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 dollars to fund the first year of a three-year pilot program in which the California Community Colleges (CCC), University of California (UC) and the California State University (CSU) would cooperate to establish up to twenty Transfer Centers. In 1985-86, an intersegmental Transfer Center Pilot Program was initiated at twenty 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 was undertaken by Berman-Weiler Associates in fall 1986, and 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 Berman-Weiler Associates evaluation entitled, *An Evaluation of the Transfer Center Pilot Program: Executive Summary and Recommendations* found that the Transfer Centers had clearly fulfilled their objectives in terms of the goals and expectations of the project's intersegmental implementation plan. Berman-Weiler concluded that there was a significant increase in the number of students transferring to the UC in the fall of 1989, but more specifically, state-funded Transfer Center colleges were estimated to have increased the number of students transferring to UC that fall by approximately 30 percent.

In October of 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 3000 FTES.

TRANSFER CENTER FUNDING - 1990

In the 1990-91 academic year, the California Legislature allocated \$4.365 million in Program Improvement moneys to be specifically directed toward the development and/or ongoing operations of Transfer Centers statewide. Small colleges (less than 3000 FTES) were originally allocated \$37,095; larger colleges (more than 3000 FTES) received \$64,240. 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 2004 dollar amounts would be \$51,450 for small colleges and \$89,098 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; 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.

The Transfer Center Directors Association (TCDA) maintains that the originally allocated funding (including consideration for inflation) at minimum is necessary for the maintenance of a Transfer Center, but that a fully effective institutional transfer effort requires additional funding from the community college districts.

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 systemwide 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 of 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 activities to be provided to students. Initial plans to implement minimum standards were to be directed towards, 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 entitled "Transfer Centers: Implementing Minimum Program Standards," published in July of 1995 (see Appendix C) summarizes the findings submitted by 99 California Community Colleges in response to a survey addressing the five areas cited above.

THE NEW BASIC AGENDA - 1996

In 1996 the CCC Board of Governors relied on the Basic Agenda as a guide for policy making. The Agenda reflected a substantial commitment to student learning and student success.

Within this context the Board has identified the maintenance of a quality transfer function as an important element of the comprehensive mission of the community colleges. The Board is also committed to improving the processes that enable students to succeed in lower division courses so that 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.¹

PROPOSITION 209 - 1996

Proposition 209 has been interpreted in various cases since it was passed in 1996. As a result of the interpretations, the California Community College System Office is considering changes to Title 5, Section 51027 of the California Code of Regulations. The purpose of the revisions would be to eliminate references to priorities for African-American, Chicano/Latino, and American Indian students because priorities that are given to certain groups, based solely on ethnicity (or gender), are generally not appropriate under Proposition 209. It is anticipated that these changes will be proposed to the Board of Governors in the near future.

Unless and until the proposed revisions to section 51027 are made, the System Office recommends that Transfer Center Directors seek legal counsel regarding the propriety of their District's transfer plan under Proposition 209. Districts are encouraged to consider the suggestions provided in these guidelines that transfer plans address the needs of all students with particular emphasis on low-income, disabled, first generation college students, or members of other underrepresented student groups.

CALIFORNIA COMMUNITY COLLEGE ACADEMIC SENATE RESOLUTIONS 1996-2001

The Academic Senate for California Community Colleges has held a longstanding commitment to increasing the transfer of students to baccalaureate-level institutions. Particularly noteworthy in this ongoing effort was the adoption of the 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. Following are additional Academic Senate Resolutions addressing their commitment to transfer:

Spring 1998 Academic Senate Resolution 4.03 by Miki Mikolajczak from Saddleback College, *Transfer Admission Guarantee Agreements*, resolving that the Academic Senate urge the Board

¹ The New Basic Agenda: Policy Directions for Students Success (Ca: Board of Governors California Community Colleges, 1996), p. 17.

of Governors to seek systemwide facilitation of transfer admission guarantee agreements from community colleges to the University of California campuses.

Fall 1998 Academic Senate Resolution 4.01 by Loretta Hernandez from Laney College, *Articulation Officer and Transfer Center Director*, resolving that both the Articulation Officer and Transfer Center Director positions at California Community Colleges be full time faculty positions.

Spring 2001 Academic Senate Resolution 4.01 by Mark Snowwhite from Crafton Hills College, *Transfer the Next Generation*, resolving that the Academic Senate urge the Chancellor to support the creation of an Intersegmental Coordinating Council (ICC) Standing Subcommittee on Transfer whose charge will be determined in collaboration with the Intersegmental Committee of the Academic Senates (ICAS).

TRANSFER CENTERS: THE HUB OF TRANSFER ACTIVITY

This section presents a description of the strategies that support the transfer function at California Community Colleges through the coordinated efforts of the Transfer Center.

TRANSFER CENTER PURPOSE

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.

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. 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.
2. In cooperation with baccalaureate-level universities, increase the percentage of students (including low-income, disabled and first generation college students) 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. 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, 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 to ensure course articulation with lower-division offerings at four-year institutions.

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 regards 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 changing campus policies and procedures that act as barriers to transfer.
5. Handling complex transfer cases² 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.
7. In coordination with the Counseling Department, providing potential transfer students with counseling and academic planning which includes 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, 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 the Transfer Admission Agreements (TAAs), CSUs Lower-Division Transfer Pattern (TRDP), Dual Admissions, university outreach, 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 library of transfer materials for student and counselor research, and coordinating transfer workshops and university tours.

² An informal survey of students who utilized the Transfer Center resources at Los Angeles Mission College found that 85% of the students who came to the Transfer Center were seeking information and help with the transfer process. Of those, 58% sought help with their applications for transfer, and 44% sought the evaluation of their previous college transcripts. (LAMCC 2002).

11. Assisting students with their transfer/transition plans, including timely completion and submission of university applications, acquisition of financial aid and housing, and the identification of other available university services, programs and personnel to contact for further assistance in the transition process.
12. Assisting students with transfer questions, transfer research, and on-line university applications.
13. Providing advocacy for students who believe their denial of admission from a baccalaureate-level university is unfair or incorrect.

TRANSFER CENTERS: RESPONSIBILITIES OF THE COLLEGE ADMINISTRATION

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

1. “Administrative and faculty support at the community college is vital for the success of a Transfer Center.”³ California Community Colleges need to provide 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.
2. Provide adequate space in the transfer center facility for the Transfer Center Director, transfer resource materials, counseling and support staff, a workspace for university representatives, and a student research area.
3. Ensure 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. Establish a Transfer Center Advisory Committee that meets at least annually and may include representation from the Governing Board, student services, academic senate, faculty, administration, students, university personnel and other staff as deemed appropriate.
5. 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. Provide adequate Transfer Center staffing. It is clear that in order to maintain transfer efforts as called for in Title 5 Regulations, sufficient funding and staffing need to be directed to an institution's transfer operations. While specific levels of staffing and

³ (2005) Transfer Center stories: A Mission, A Plan, or Missed Opportunities. *Transfer and Retention of Urban Community College Students (TRUCCS) Project Paper*. TRUCCS is funded through the benevolence of the Lumina Foundation (Grant #1415).

responsibilities vary in accordance with local circumstances and priorities for both two- and four-year institutions, the Transfer Center Director's relationship with faculty and administrators at both the community college and partner universities strongly suggest recommended staffing levels below. In addition, it is recommended that a combination of counseling and support staff who are 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 be provided.

Recommended Transfer Center Staffing:

The Transfer Center Directors Association recommends that at minimum, staffing consist of:

- One 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 masters degree in counseling, or a related field or equivalency, and experience in baccalaureate-level admissions and/or outreach) who reports to a senior administrator;
- At least one full-time counseling faculty member;
- One to two full-time classified positions or more depending on the size of campus and the scope of the transfer program.

This recommended staffing structure is based on fifteen years of experience of the California Community College Transfer Center Directors Association.

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."⁴ 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 administration, 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 regards to their 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

⁴ Harmon, J., 1996. *Toward Increasing Student Success: Transfer as an Institutional Commitment*. Adopted by the California Community College Academic Senate

conveyed on the college web site, 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.
6. 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 on-going information and training to Counselors and Transfer Center staff regarding new transfer options, changing requirements, university selection criteria, ASSIST, 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; research regarding transfer requirements to independent or out-of-state universities, or advocacy for students who believe their denial of admission from a baccalaureate-level university is unfair or incorrect.
11. Receiving daily California Community College and university updates through the statewide Transfer Center Director's distribution list (organized through the CCC System Office) and re-direct these updates to counselors, Transfer Center staff, and appropriate administrators and instructional faculty.
12. Identifying and purchasing resource books and materials necessary to 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, and

other resource books and published materials that will assist students with the college admissions process.

13. Directing the college's Transfer Admission Agreement (TAA or TAG), Dual Admissions and LDTP programs with universities.
14. Providing transfer courses, workshops and classroom presentations that include information about university admission requirements, selection criteria, Transfer Admission Agreements, and application processes to baccalaureate-level campuses. These classes, workshops and presentations should be provided for all students including EOPS, DSPS and Puente students. Note: Because Puente Programs focus on Latino culture and literature they tend to 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. Assist in campus-wide efforts to develop strategies to improve the transfer rate for these students.
16. In conjunction with regional universities, developing and implementing 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 College Day/Transfer 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. Contacting other California Community College campuses that have strong Transfer Center programs to obtain information and assistance in the development of transfer activities.
20. Attending regional Transfer Center Directors meetings coordinated by the CCC System Office, and attending the annual CCC statewide Transfer Center Directors meeting. In addition, attend transfer meetings and conferences sponsored by UC, CSU and independent colleges and universities.
21. Writing and submitting the annual Transfer Center Report to the CCC System Office
22. Reporting to the College Governing Board annually on transfer numbers and community college or university trends or policies that are affecting transfer students.
23. Serving as a member of the CCC Transfer Center Director's Association.

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; research regarding transfer requirements to independent or out-of-state universities, or advocacy for students who believe their denial of admission from a baccalaureate-level university is unfair or incorrect.
2. Checking Transfer Admission Agreements for completion and accuracy prior to sending them to the universities for approval.
3. Providing transfer courses, workshops and classroom presentations that include information about university admission requirements, selection criteria, Transfer Admission Agreements, 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.
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. Assist 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 College Day/Transfer Night.

MAJOR RESPONSIBILITIES OF THE TRANSFER CENTER'S SUPPORT STAFF

1. Working at the front line of the Transfer Center to greet students, answer their transfer questions, and refer them to Transfer Center Counselors or to the Counseling Department as appropriate.
2. Publishing a calendar (both on-line 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 on-line and in-print resources.
4. May assist students with their on-line university applications.

5. Monitoring and tracking all incoming and outgoing transfer admission agreements which includes maintaining a database of mailed/ approved/ denied TAAs, and notifying students and counseling faculty of TAA status.
6. Developing posters and publicity for all Transfer Center 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.

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 might include some of 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 and DSPS.
2. Making sure that low-income, disabled and first generation college students receive transfer newsletters, transfer-related mailings and financial aid 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 using community members, university admissions representatives, and faculty to meet with students and encourage them to meet their transfer goals, and to show them the various methods for funding their college education.
5. Bringing motivational speakers to campus that can address the issues of low-income, disabled and first generation college students, and encourage them to stay on track with their transfer goal.
6. Encouraging the development of a diverse curriculum that will support a diverse campus.

7. Working with students to identify and overcome the barriers to retention and transfer.
8. Designing programs that familiarize students with the university environment.

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 that, "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."⁵

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

1. Inviting Transfer Center Directors 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/activities.
6. Helping identify and refer potential transfer students to the Transfer Center or Counseling Department, and 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.

⁵ Harmon, J., 1996. *Toward Increasing Student Success: Transfer as an Institutional Commitment*. Adopted by the California Community College Academic Senate

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: university tours, motivational or informational workshops, and organizing inter-institutional meetings to develop, coordinate and evaluate regional transfer programs.
4. Ensuring that course and program articulation information is complete, accurate, timely, and 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 transfer admission agreement 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 Council (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

This section presents transfer as an institutional effort that is coordinated by the Transfer Center Director, but that includes the participation and involvement of all divisions and departments throughout the college. Transfer, if it is to be successfully implemented, 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. In order 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 the 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 arrival at their community college.

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 MATRICULATION PROCESS

The level and quality of student 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) constitutes the services that should be provided to students to ensure

student success as legislatively mandated (AB 3). This sequence of services, commonly referred to as the matriculation process, is critical to the successful transfer of our students.

Assessment

Assessment is of particular importance to the transfer process because it immediately identifies students who will begin their community college coursework at the college level, and those students 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 with regard to transfer. It is important that these students be identified early so that 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.

Successful assessment programs encourage higher student retention and completion rates, an increase in the 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 shown themselves 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 result 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 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 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.

TRANSFER: ITS RELATIONSHIP TO COUNSELING

Special emphasis should be placed on the responsibilities of 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 the 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, in turn, will 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 (SEP) 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 (i.e., Transfer Center, Financial Aid, DSPS, EOPS, etc.) as well as appropriate outside agencies.
6. Offering career and personal counseling.
7. Assisting students in writing Transfer Admission Agreements (TAAs), dual admissions, and admissions through CSUs LDTP program.
8. Collaborating with College Honors Programs as applicable.

Student Educational Plans

Student educational plans are formal documents jointly developed by the student and a Counselor, which 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. Lower division general education, lower division major preparation, and skill development needs are each addressed in the plan. Matriculation mandates that each community college student have a counselor-developed student educational plan.

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, and defined educational goals are all necessary pieces to the development of 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 which, when viewed collectively, define their major educational goals: 1) the transfer institution, 2) the major 3) and 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, 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.

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 and to allow students to grow academically throughout their lower division work and to satisfy the requirements for transfer. Assessment of the quality of 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 2001 California Articulation Policies and Procedures Handbook, 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, 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) – agreements which include all community college courses that can be used when adding units that will transfer to a University of California campus.
- Baccalaureate List (Bacc List) – agreements which include all community college courses that can be used when adding units that will transfer to California State University campus.
- General Education or Breadth Agreements – includes community college courses that can be used for specific general education or breadth requirements at universities.
- Lower-Division Major Preparation Agreements – community college courses that can be used to fulfill lower-division requirements for specific majors at universities.
- Course-to-Course Agreements – these agreements identify particular community college courses that are comparable to, or “acceptable in lieu of,” corresponding courses at a university.

Although the ultimate responsibility for evaluating the comparability of coursework lies with the instructional faculty, it is the Articulation Officer who (with input from Transfer Center Directors and Counseling faculty) initiates the dialogue between community college and university faculty. 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, counseling, and students is the final step in the process and is accomplished through both electronic and print methods.

ASSIST is the official California statewide repository of course articulation for the California Community Colleges with the UC and CSU systems, and can be found at www.ASSIST.org.

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 ought to be identifying 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:

- Are the college's transfer students representative of the overall college population? And, are the college's transfer students representative of the community's population at large? If not, what can be done to improve these numbers?
- Does the college curriculum across disciplines adequately prepare students for their elected majors at the university?
- 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?
- Is the college providing sufficient sections of basic skills and transfer level English and math courses to satisfy the demand?
- 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 System 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 University of California, the California State University, the CCC System Office, and the California Postsecondary Education Commission (CPEC). 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. Collectively, these institutions receive a large and growing number of California Community College transfer students.

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 FERPA consent, would be useful to community colleges:

- 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 in turn, would result in higher admission and enrollment rates. This community college-specific report should be sent to Transfer Center Directors.
- The second report should be published April 1st for the fall admissions cycle, and would have 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.
- 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 and low demand majors for program planning and would allow community colleges 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 and Transfer Center Directors.

Follow Up with Students

Student surveys are another means of evaluating the success of one'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 (i.e., 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 over and above the services provided by Counseling Departments. In the past ten years much has

been accomplished to increase the understanding and awareness of the importance of a strong transfer function and the role played by Community College Transfer Centers.

In this new century as we face increasing enrollments in higher education, it becomes even more critical that we maintain access to baccalaureate degrees via the community colleges, and that the community colleges provide the encouragement, information and services necessary for successful transfer. It is important that we continue to strengthen and refine 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 mailing 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. Throughout California it is forecast that jobs requiring post-secondary education (executive, managerial, professional, technical, and marketing and sales) will increase, while jobs requiring little or no post-secondary 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 – we must all 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 in this new century.

In order to help students realize their educational goals and acquire the requisite skills, community colleges must continue their collaboration with UC, CSU and California's independent colleges and universities to refine the transfer process, and to encourage the attainment of baccalaureate degrees. The transfer function of the community colleges must 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.

Appendices

Appendix A Organizational Structure

Appendix B Title 5 Regulations

Appendix C Transfer Centers: Implementing Minimum Program Standards

Appendix D Publications and Reports

APPENDIX A

ORGANIZATIONAL STRUCTURE

BOARD OF GOVERNORS

The Board of Governors of the California Community Colleges sets policy and provides guidance for the 72 districts and 109 colleges that constitute the system. The 16-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 community college organizations representatives.

CCC SYSTEM OFFICE

The System Office of the California Community Colleges is the administrative arm of the Board of Governors. The System 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 System 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 Academic Affairs 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 systemwide

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 which 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 (formerly the Intersegmental Coordinating Council) in 1987. Its purpose is to assure 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 together in a way which makes them more effective in encouraging the progress of students through California's educational 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.

CALIFORNIA COMMUNITY COLLEGE TRANSFER CENTER DIRECTORS ASSOCIATION (TCDA)

In May of 1994, the California Community College Transfer Center Directors formed the Transfer Center Directors Association (TCDA). This Association was established in support of the Master Plan for Higher Education in California, which has established transfer as one of the two primary goals for community colleges, and in recognition of the fact that the majority of underrepresented students begin their higher education careers at the community college level. The TCDA was established to support a strong transfer function within California.

Purpose:

1. To identify and include in our membership, personnel from all Transfer Centers who provide transfer services in the California Community Colleges.
2. To provide advocacy for the needs of Transfer Centers and students at the local and

state levels.

3. To provide advocacy for community college transfer students when problems and barriers arise at the result of four-year university outreach or admissions practices or policies.
4. To encourage or support legislation which promotes the transfer function.
5. To participate on statewide committees that work to improve the transfer function including UC, CSU, Independent Colleges and Universities and CCC System Office committees.
6. In cooperation with the CCC System Office, ICC or other bodies, to sponsor state- wide and regional conferences, which will provide training and support to Transfer Center personnel.
7. To serve as liaison between the statewide Transfer Center Directors and the CCC System Office, and to represent Transfer Center personnel in the ten Student Services Regions of the state.
8. To disseminate information and models of effective transfer programs and services through periodic publications and meetings.

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 systemwide 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.

APPENDIX B**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 applicant 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.

Note: The California Community College System Office is considering changes to Title 5, Section 51027 of the California Code of Regulations. See page 7 (Proposition 209) for recommendations.

APPENDIX C

TRANSFER CENTERS: IMPLEMENTING MINIMUM PROGRAM STANDARDS

Student Services and Special Programs
Board of Governors Joint subcommittee Meeting
California Community Colleges
July 12, 1995

Presentation: Thelma Scott-Skillman, Vice-Chancellor, Student Services and Special Programs
Kathleen Nelson, Coordinator, Transfer and Articulation
Victoria C. Noseworthy, Specialist, Transfer and Articulation

This item presents an update on Transfer Centers, including a summary of the reports submitted to our office in March 1995 on the status of transfer center operations at the colleges. The final report, *Transfer Centers: Implementing Minimum Program Standards*, will be distributed to Board members.

BACKGROUND

- The Transfer Center Project was initiated in **fall 1985**. Transfer Centers were established at **20** community colleges, in cooperation with **8** University of California campuses, **14** California State University campuses, and **13** independent colleges and universities.
- In **1990-91**, the legislature provided funding to expand the Transfer Center Project to include all community colleges; receipt of Phase II AB 1725 funding was conditional upon each campus establishing a center.
- There are currently **106** transfer centers operating within our system.
- Minimum Program Standards for transfer centers were adopted by the Board of Governors in **July of 1991**.
- The colleges submitted reports describing the status of transfer center operations in **March 1995**.

REPORT HIGHLIGHTS

Standards

Recognize Transfer as a Primary Mission with the Emphasis on Underrepresented Students

- Eighty-five colleges indicated in their progress surveys that their districts recognized transfer as their primary mission.
- Eighty-Seven maintain their commitment to the preparation and transfer of underrepresented students.

Develop and Adopt a "Transfer Center Plan."

- Sixty-five have a written transfer plan in place.

Services to be Provided to Students

- Eighty-nine colleges reported at least some level of ability to provide target populations with support services essential for transfer.

- Fifty-three indicated the availability of transfer-specific academic planning.
- Twenty-five reported their ability to monitor the progress of transfer students.
- Seventy-four report having a student referral system in place.
- Comprehensive transfer-specific support services are available at eighty colleges.
- Seventy-eight maintain a schedule of visiting university representatives.
- Ninety report having updated resources available to students.

Facilities

Ninety colleges have space specifically designated for the provision of transfer services

Staffing

Seventy-seven colleges reported sufficient staffing to meet the standard.

Twelve colleges reported staffing specifically in support of underrepresented student transfer.

Forty-eight colleges reported having programs designed to facilitate underrepresented student transfer.

Advisory Committee

Sixty-seven colleges have an established advisory committee in place.

APPENDIX D**PUBLICATIONS AND REPORTS**

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

Associated Press News Wire (Aug. 28, 2003). UC Closes Door to Mid-Year Community College Transfers. *Black Issues in Higher Education*, 20 (14), 10-11.

Bradburn, E.M., and Hurst, D.G. (2001). Community College transfer Rates to 4-Year Institutions Using Alternative Definitions of Transfer. *Education Statistics Quarterly*, 3 (3), 119-125.

California Community College Board of Governors, (1996). The New Basic Agenda: Policy Directions for Student Success. www.cccco.edu/divisions/ss/transfer/trans_reports.htm

California Community College Chancellor Office (1994). Transfer: Preparing for the Year 2000. www.cccco.edu/divisions/ss/transfer/trans_reports.htm

California Community College Chancellors Office (1995). Transfer Centers: Implementing Minimum Program Standards. www.cccco.edu/divisions/ss/transfer/trans_reports.htm

California Community College Chancellors Office (1997). Transfer: Recommended Guidelines.

California Community College Chancellors Office (2002). Transfer Capacity and Readiness in the California Community Colleges: A Progress Report to the Legislature. www.cccco.edu/divisions/ss/transfer/trans_reports.htm

California Community College Chancellor's Office (2003). Report on Community College transfer Expenditures and Student Transfer Goals Pursuant to the Supplemental Report of the 2002 Budget Act. www.cccco.edu/divisions/ss/transfer/trans_reports.htm

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