



Transfer Services Plan 2021-2024

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Approved by PBC:
Responsible Committee: PBC Transfer Planning Task Force

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Introduction

Purpose

The California Community Colleges is the largest system of higher education in the nation serving the most ethnically and racially diverse student population in the United States. As one of the 116 California Community Colleges, Cañada seeks to address institutional racism on our campus and in the community by eradicating the underlying causes while, simultaneously, treating the pernicious symptoms of racism. In order to do this work, we are committed to analyzing and improving our systems to root out systemic, institutionalized anti-Black and other forms of racism. This Transfer Services Plan serves as a testament to that stated commitment.

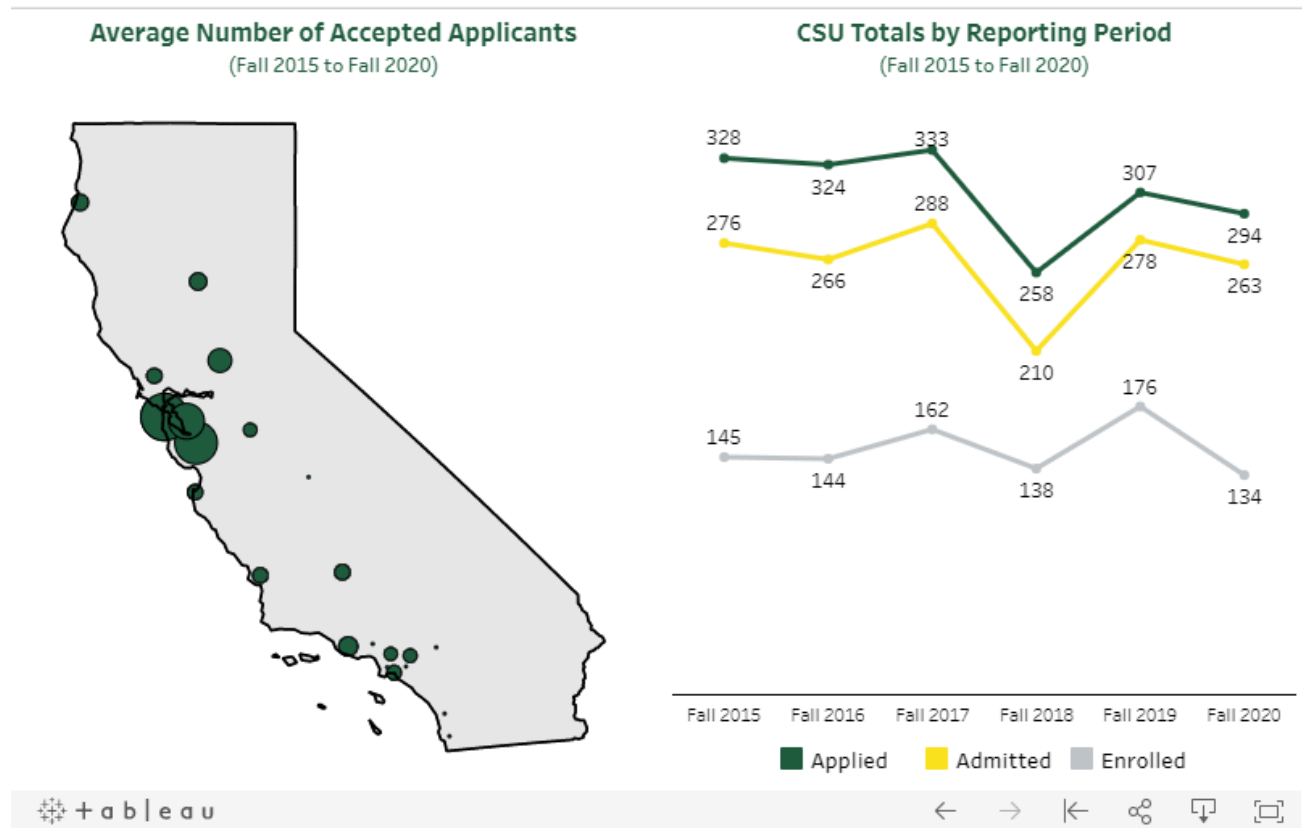
The Transfer Services Plan outlines the coordinated college wide effort to support the transfer success of Cañada College students, and specifically and unapologetically centers our work in promoting and improving transfer outcomes for our BIPOC student communities. Ultimately our goal is to help more students transfer to a 4 year university more quickly. This plan aligns with the College's goals of Student Completion and Success, Community Connection, and Organizational Development from the Educational Master Plan as well as the college's Strategic Enrollment Management plan.

Transfer Task Force Responsibilities

The Transfer Task Force is a College-wide Committee designated by the Planning and Budgeting Council to develop and monitor the College's Transfer Services Plan. Members of this Task Force who helped draft this document include: Aimée Kanadjian (ASCC), Chili Montian (ASCC), Diana Castro (ASCC), Jeison Velasquez (ASCC), Gloria Darafshi (Transfer Center/Articulation Officer), Karen Engel (PRIE), Mary Ho (Postsecondary Success & University Center), Max Hartman (Counseling Center), Rance Bobo (STEM Center) and Soraya Sohrabi (Transfer Center). Through a coordinated and well monitored plan we intend to develop, promote, and scale up college activities that promote transfer success.

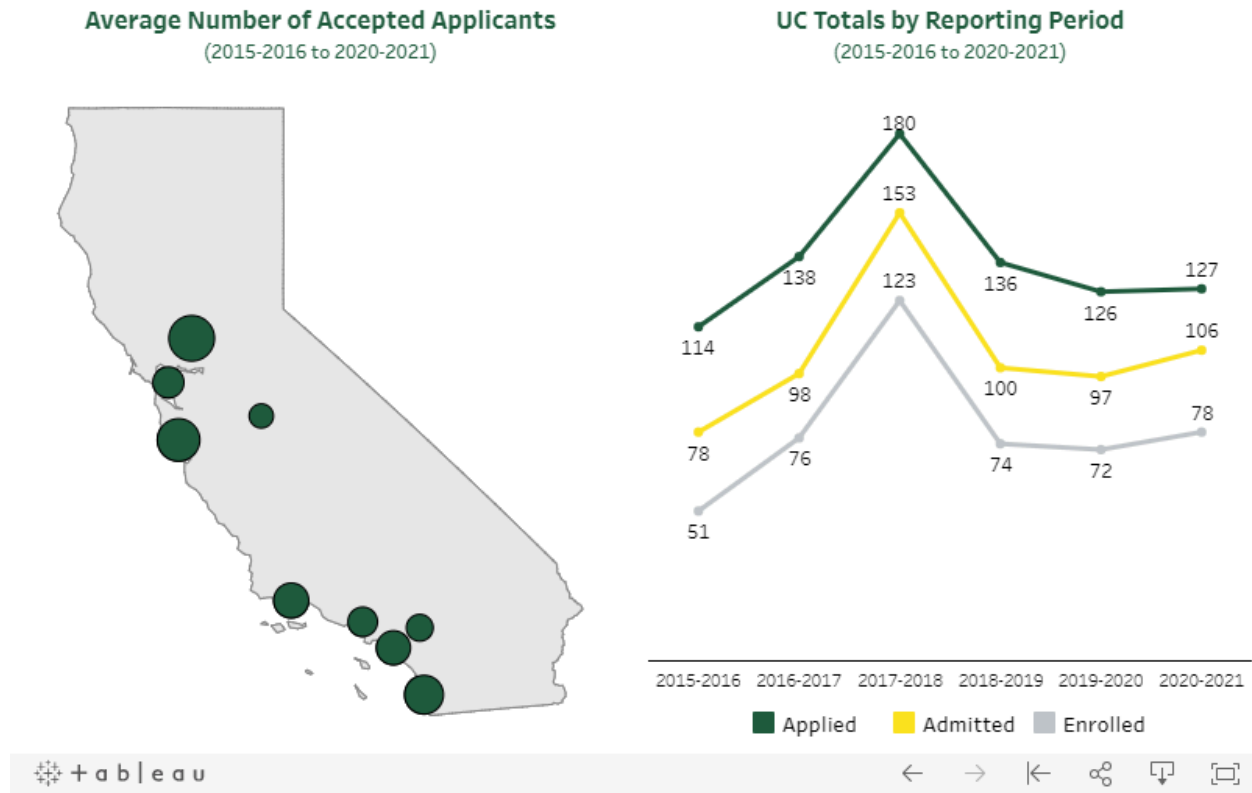
Data on Cañada College Transfer

Table 1: 5 year *Applied, Accepted and Enrollment* trend at the California State University System (CSU).



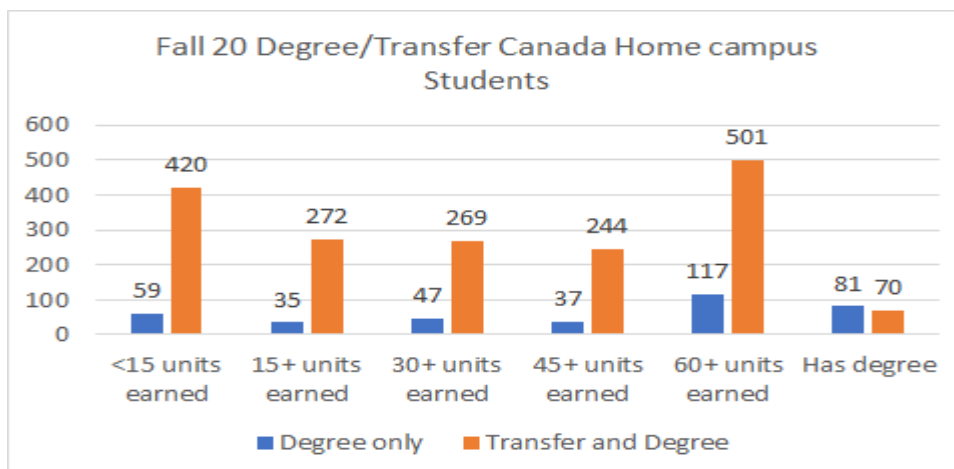
Of the 294 Cañada home campus students who applied to a CSU in Fall 20, 263 (89%) were accepted and 134 (51%) enrolled.

Table 2: 5 year *Applied, Accepted and Enrollment* trend at the University of California System (UC).



Of the 127 Cañada home campus students who applied to a UC in Fall 20, 106 (83%) were accepted and 78 (74%) enrolled.

Table 3



Of the 3,390 Cañada home campus students enrolled in Fall 20, 2,152 (63%) were degree or transfer seeking. Of those students, 351 (10%) were First-Time students. This chart provides the total number of these students who have achieved the specified unit milestones

Fall 2020 Home Campus Students by Race/Ethnicity	<15 units earned (479)	15 - 29.5 units earned (307)	30 - 44.5 units earned (316)	45 - 59.5 units earned (281)	60+ units earned (618)	Student already has a 2 or 4-year degree (151)	Total Fall 2020 (2,152)
American Indian/Alaskan Native	0%	0%	0%	1%	0%	0%	0%
Asian	5%	6%	7%	9%	7%	15%	7%
Black - Non-Hispanic	3%	3%	4%	4%	2%	5%	3%
Filipino	1%	4%	2%	1%	4%	4%	2%
Hispanic	63%	59%	54%	56%	59%	30%	57%
Multirace	5%	3%	3%	6%	3%	4%	4%
Pacific Islander	1%	0%	1%	2%	2%	1%	1%
Unknown	4%	6%	7%	5%	3%	3%	4%
White Non-Hispanic	18%	20%	22%	18%	20%	38%	21%

For this same Fall 2020 enrolled home campus, degree and transfer seeking group, this table provides the same information regarding unit milestones disaggregated by race and ethnicity. The data here comes from self-reported student data from CCC Apply. Students here who identify as “Hispanic” or “Multirace” may also identify as “Black”.

Table 4[Click to view Sankey](#)

Sankey Summary Table:

All degree/transfer first time (581)	12 or fewer FA15 (177)	177
All degree/transfer first time (581)	12 or more FA15 (404)	404
12 or fewer FA15 (177)	fewer than 30 SP16 (429)	177
12 or more FA15 (404)	fewer than 30 SP16 (429)	252
12 or more FA15 (404)	30 or more SP16 (152)	152
fewer than 30 SP16 (429)	fewer than 45 FA16 (423)	398
fewer than 30 SP16 (429)	45 or more FA16 (158)	31
30 or more SP16 (152)	fewer than 45 FA16 (423)	25
30 or more SP16 (152)	45 or more FA16 (158)	127
fewer than 45 FA16 (423)	fewer than 60 SP17 (447)	418
fewer than 45 FA16 (423)	60 or more SP17 (134)	5
45 or more FA16 (158)	fewer than 60 SP17 (447)	29
45 or more FA16 (158)	60 or more SP17 (134)	129
fewer than 60 SP17 (447)	2 yr no transfer (528)	431
fewer than 60 SP17 (447)	2 yr transfer (53)	16
60 or more SP17 (134)	2 yr no transfer (528)	97
60 or more SP17 (134)	2 yr transfer (53)	37
2 yr no transfer (528)	3 yr no transfer (467)	467
2 yr no transfer (528)	3 yr transfer (61)	61
3 yr no transfer (467)	4 yr no transfer (431)	431
3 yr no transfer (467)	4 yr transfer (36)	36

While a majority of the cohort was able to earn 12 units after their first (Fall) term, a large proportion of those students were unable to earn 30 units by the end of their first year. From there there are relatively few people moving between the different milestones. This seems to imply there is a core group of students who are able to enroll and successfully complete enough units to transfer in 2 years, and nearly the same number of students are able to transfer over the next two years (years three and four).

Table 5



When comparing the subset of students who transferred within four years of starting to the overall cohort some subgroups are less likely to transfer than others. All of our older students (23+) were less likely to transfer than their younger counterparts. Additionally our Hispanic students were less likely to have transferred than their peers. Low income and first generation student groups were also less likely to transfer than their peers. There was no difference in transfer across gender.

Highlights of Transfer Data:

- On average over the past 5 years, 87% of students who applied to a CSU campus were admitted. This demonstrates a high-level of transfer preparation among students. **(Table 1)**
- Of CSU admitted students, approximately 55% enrolled at a CSU. More data is needed to determine if students enrolled elsewhere or did not transfer. **(Table 1)**
- Over the past 6 admission cycles, a yearly average of 76% of UC applicants were granted admission. Again, this demonstrates a high level of student preparation for UC transfer. **(Table 2)**
- Of UC admitted students, an annual average of 74% enroll at a UC. **(Table 2)**
- **Table 3** gives a snapshot/cross section of degree/transfer seeking students enrolled

in F20 and further disaggregates this data by race. The relative balance across the groups and the accumulation of units, demonstrates a more or less constant flow of students through unit-accumulating milestones.

- **Table 4** shows that while a majority of the cohort was able to earn 12 units after their first (Fall) term, a large proportion of those students were unable to earn 30 units by the end of their first year.
- 53 students transferred after 2 years, 61 students after 3 years, and 36 students after 4 years. **(Table 4)**
- Some subgroups are less likely to transfer than others. All of our older students (23+) were less likely to transfer than their younger counterparts. Additionally our Hispanic students were less likely to have transferred than their peers. The low income and first generation student groups were both less likely to transfer than their peers. There was no difference in transfer across gender. **(Table 4)**
- Older students (23+), hispanic identified students, low income and first generation students were less likely to transfer than their younger counterparts. There was no difference in transfer across gender. **(Table 5)**

Plan Timeline & Alignment with College Strategic Planning

The Transfer Task Force plan outlined below is a 3-year plan outlining the work of the Task Force from 2021-2024. As a new plan to our college, the Transfer Task Force will work closely with our PRIE office over the next 3 years and beyond to expand and develop linkages between this plan and our other strategic planning documents.

Transfer Plan for 2021-2024

College Goal (in EMP): Goal #1 – Student Completion and Success			
Educational Master Plan Initiative (EMP), as applicable: <i>Develop Clear Pathways, Develop academic pathways and provide integrated support services that begin in high school, transition to college and complete with a certificate, degree and/or transfer.</i>			
Integrated Strategies (SEM and Guided Pathways), as applicable <i>Develop Clear (Transfer) Pathways Create and publicize clear degree and certificate programs that remove barriers to transfer in two years (SEM Goal 1)</i>			
Objective #1: Identify the support, milestones, and gaps in the transfer journey for students			
Action	Responsible Party	Timeline	Evaluation Questions
Develop a shared transfer student data warehouse and dashboard from a racial equity and an equity lens	PRIE	Fall 2021	What information do we need to know for the transfer student data warehouse? What are the student's program affiliations? Which students are disproportionately impacted? What are the students' demographic information? (race/ethnicity, gender, age, first-gen, # of units, POS, major etc.)
Conduct comprehensive analysis of campus-wide	Transfer Center Counseling Department ¡ESO! Adelante	Spring 2022	Which phases of the transfer journey have adequate resources, and which phases do

transfer supports for each milestone (phase) of the transfer journey	PRIE Student Focus Groups		not? What resources need to be expanded to adequately address needs? Do transfer services address the unique needs of disproportionately impacted student groups? What do students say about the adequacy of transfer services? How can increased coordination of campus transfer services improve resources for students?
CRM: Develop an integrated system of support aligned to transfer milestones centering antiracist practices to lift Black, African American, Latinx and AANAPI students	Antiracism Task Force Transfer Center Transfer Honors Programs Guided Pathways Success Teams ¡ESO! Adelante Puente EOPS Umoja Program	Spring 2023	What are the transfer milestones? What are the individual's program transfer goals?
Develop clear transfer maps to UC, CSU and privates	Transfer Center Counseling Department ¡ESO! Adelante Success Teams	Spring 2022	What does a clear map for each pathway look like for students?

Develop a master calendar of transfer and university events	Transfer Center	Fall 2021	How accessible is this calendar? Are the events inclusive?
Develop transfer communication strategies for faculty and staff to build transfer support capacity reflective of equity-mindedness and antiracism (i.e. newsletter, website, canvas)	Transfer Center Marketing Department Success Teams	Spring 2022	Are we centering race/ethnicity in the communication strategies?

College Goal (in EMP): Goal #2 – Community Connections			
Educational Master Plan Initiative (EMP), as applicable: <i>Partner with 4-year Colleges and Universities, Enhance and invest in 2+2 relationships with 4-year universities.</i>			
Integrated Strategies (SEM and Guided Pathways), as applicable: <i>Strengthen transfer support services</i>			
Objective #2: Build and strengthen relationships with universities and high school partners			
Action	Responsible Party	Timeline	Evaluation Questions
Continue to grow and build articulation agreements with universities	Articulation Officer Curriculum Committee ¡ESO! Adelante Transfer Center	Spring 2024	Have our articulation agreements grown over the duration of this plan?

Continue to grow and build relationships with university partners	Transfer Center University Center STEM Center ¡ESO! Adelante	Spring 2024	How are we engaging with our university partners to intentionally support students with their transfer goal?
Create transfer pathways with our local high school partners from a racially equity-minded lens.	Transfer Center Middle College Director of High School Transition and Dual Enrollment	Spring 2024	Do local high schools actively promote Cañada College as a step in a student's university transfer process? What are the racial demographics of our local high school partners? What are some other important demographic information to consider? Are we offering dual enrollment CRER courses at our local high schools?
Leverage district wide transfer partnerships	VPSS	Spring 2024	Are there partnerships and relationships at the district level that promote transfer that we can more closely align with? How do we work with our sister campuses to promote transfer in programs we don't offer locally?
Develop and grow additional "warm hand off" university	Transfer Center ¡ESO! Adelante STEM Center Umoja	Spring 2024	Do we have additional "warm hand off" programs? Have we

relationships modeled after our SFSU partnership that center our status as an Hispanic Serving Institution (HSI) and a Asian American Native American Pacific Islander Serving Institution (AANAPISI), and our African American and Black students in our transfer practices	Success Teams		institutionalized ¡ESO! Adelante? How do we institutionalize the STEM Center? How are we centering Latinx, AANAPI, African American and Black students in the transfer practices?
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College Goal (in EMP): Goal #3 – Organizational Development

Educational Master Plan Initiative (EMP), as applicable: *Partner with 4-year Colleges and Universities, Enhance and invest in 2+2 relationships with 4-year universities.*

Integrated Strategies (SEM and Guided Pathways), as applicable: *Strengthen transfer support services, including our 2+2 agreements and the University Center*

Objective #3: Identify and address equity gaps in transfer support services

Action	Responsible Party	Timeline	Evaluation Questions
Coordinate and develop high impact transfer practices for racially minoritized and minoritized student	PRIE Transfer Center Honors Program Guided Pathways Success Team ¡ESO! Adelante Puente EOPS STEM Center	Spring 2022	How do we define high impact? What are the equity gaps in transfer milestones? What are the racial equity gaps in transfer practices? What are the current

populations	Umoja Success Teams		high impact programs at Cañada?
Develop a plan to center Hispanic Serving Institution (HSI) and Asian American Native American Pacific Islander Serving Institution (AANAPISI), African American and Black students in transfer practices	Antiracism Task Force ACES ¡ESO! Adelante Puente Umoja STEM Center Transfer Center Guided Pathways Success Team Umoja	Spring 2022	How are we centering AANAPI, Latinx and African American and Black students in transfer practices?
Evaluate and develop academic support programs for transfer-level math and English (AB 705)	Learning Center STEM Center Writing Center English, math, and ESL faculty	Spring 2022	What programs do we currently have in place? How successful are our students in transfer-level math & English? Where are the equity gaps?

College Goal (in EMP): Goal #3 – Organizational Development

Educational Master Plan Initiative (EMP), as applicable: *Partner with 4-year Colleges and Universities, Enhance and invest in 2+2 relationships with 4-year universities.*

Integrated Strategies (SEM and Guided Pathways), as applicable: *Strengthen transfer support services, including our 2+2 agreements and the University Center*

Objective #4: Create a campus culture, across all levels and functions, that actively commits to supporting the transfer success of our students

Action	Responsible Party	Timeline	Evaluation Questions
Require programs to discuss transfer impact in program review with an equity-minded lens	SSPC IPC APC	Spring 2022	Are there questions in program review specifically about transfer? How are we integrating disproportionately impacted student populations in the transfer question for the program review?
Create a college wide Transfer Student Club	Student Life and Leadership Office ASCC Transfer Center	Spring 2022	Is there a club? Does it have ongoing support? How do we ensure that this mission is reflective of our students?
Partner with programs/departments to develop events with an equity-minded transfer focus that align with their program mission	Transfer Center iESO! Adelante SSPC Interest Area Success Teams IPC	Fall 2022	What programs have we partnered with? How have we expanded existing partnerships? How do these partnerships address the equity gap?

Develop a Transfer Student Alumni Network	Transfer Center Marketing STEM Center Honors Program Success Teams	Spring 2023	Can the CRM be utilized to create this network and foster these ongoing relationships? How are we connecting alumni to our campus culture?
Highlight transfer students on the college website centering our Latinx, AANAPI, Black and African American students	Transfer Center Marketing	Spring 2022	Are the stories we're representing reflective of the student experience? Are we intentionally highlighting BIPOC, Latinx, AANAPI, and first generation student stories?
Expand and promote "Transfer Month" in October where all staff are encouraged to wear "gear" from their alma mater and discuss their university experience with students	Transfer Center Marketing	Fall 2021	Do we have wide participation in "Transfer Month"? Is this well received by our students? How do we ensure the staff representation is diverse?
Create a transfer statement that is equity minded that professors can use in their course syllabi	Transfer Center Academic Senate	Spring 2022	Was the statement developed in partnership with instructional faculty? What percentage of faculty include this statement in their syllabi? Does that statement use equity minded language?

Create a equity minded and inclusive Transfer Hub/Space in 9-106	Transfer Center ¡ESO! Adelante University Center Success Teams	Spring 2023	Is the space being fully utilized as a transfer “one-stop” for our students? Is the space inclusive? Are we intentionally highlighting Black, African American, Latinx, AANAPI, and first generation student stories?
Increase and institutionalize regular university visits for students	Transfer Center ¡ESO! Adelante Interest Area Success Teams STEM Center	Spring 2022	How many universities are we visiting? Are the trips intentionally scheduled to grow our current university relationships and/or to develop new relationships?
Provide intentional focus of transfer for our Black, African American, Latinx AANAPI and first-generation college students during matriculation, summer bridge, and FYE programs like PEP, COLTS CON, etc.	Dean of Counseling Dean of ASLT	Spring 2022	Are we effectively talking about transfer at the beginning of a student’s journey? How are we using equity minded language for Black, African American, Latinx AANAPI and first-generation college students about transfer in the student journey?
Increase partnership with Academic	Transfer Center ¡ESO! Adelante Academic Senate	Spring 2022	Do professors know how their courses articulate to 4-year

Senate and transfer services	Curriculum Committee Articulation Officer		universities?
Create a transfer “Declaration Day” event to celebrate our students	Transfer Center ¡ESO! Adelante	Spring 2022	How do we ensure this event includes first-generation college students, Black, Latinx, Asian American, Native American and Pacific Islander transfer narratives?

Annual Summary

Each spring semester the Transfer Taskforce will submit a one-page Annual Summary of Progress report to PBC and/or will present in person to PBC summarizing the annual progress with the plan outlined above. All efforts will be made to provide an annual update on transfer progress to all other shared governance groups.

Baseline Metrics: College Scorecard

In addition to collecting data in evaluation of the plan actions, the Transfer Taskforce will track [college scorecard metrics](#) that correspond with the above identified objectives and metrics that inform transfer broadly. To the extent possible, metrics will be disaggregated by race, ethnicity, LGBTQ identity, financial aid eligibility status, generation status, etc. These metrics are listed below.

- # and % of students who completed transfer-level English district wide in their first academic year of enrollment within the district
- # and % of students who completed transfer-level English at Cañada in their first academic year of enrollment within the district
- # and % of students who completed transfer-level math district wide in their first academic year of enrollment within the district
- # and % of students who completed transfer-level math at Cañada in their first academic year of enrollment within the district
- # and % of students who completed transfer-level English and math district wide in their first academic year of enrollment within the district
- # and % of students who completed transfer-level English and math at Cañada in their first academic year of enrollment within the district
- % of enrolled students who successfully completed various thresholds for degree-applicable credit units in the fall term, up to 15+
- % of enrolled students who successfully completed various thresholds for degree-applicable credit units in the fall term, up to 15+ Cañada Primary campus
- % of enrolled students who successfully completed various thresholds for degree-applicable credit units in the selected year, up to 30+
- % of enrolled students who successfully completed various thresholds for degree-applicable credit units in the selected year, up to 30+ Cañada Primary campus
- # of ADT degrees awarded by CAN
- # of students who transferred to a four-year institution who took at least 12 units at CAN in the year prior to transfer
- # of students who transferred to a four-year institution who took at least 3 units at CAN in the year prior to transfer
- # of students who enrolled at a UC
- # of students who enrolled at a CSU
- # of students who enrolled at a CSU or a UC
- # of students who transferred to any 4-year institution who attended CAN within the last 5 years