Transfer
Services Plan
2021-2024

Draft as of May 5, 2021

Date Submitted to PBC: May 5, 2021
Approved by PBC:
Responsible Committee: PBC Transfer Planning Task Force

Contents

Introduction

Purpose

The Transfer Task Force Plan outlines the coordinated college wide effort to support the transfer success of Cañada College students. 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. Providing opportunities for and promoting transfer to 4 year universities from community colleges has been central to our mission at Cañada College.
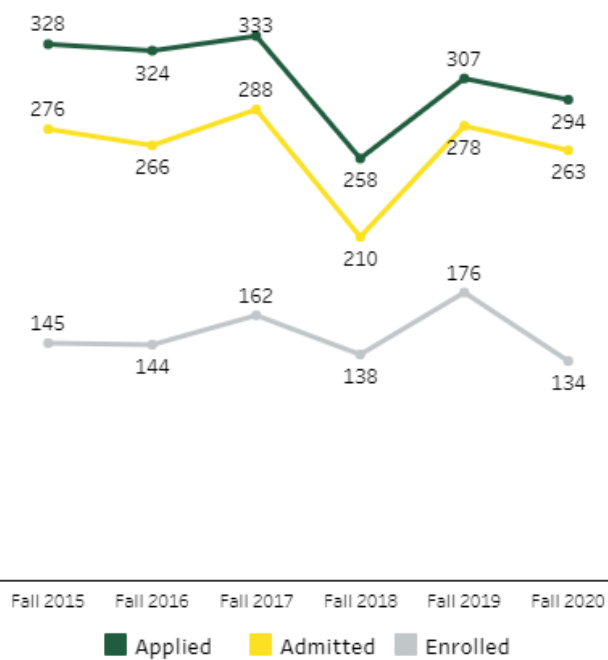
Data on Cañada College Transfer

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

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

Average Number of Accepted Applicants
(2015-2016 to 2020-2021)

UC Totals by Reporting Period
(2015-2016 to 2020-2021)
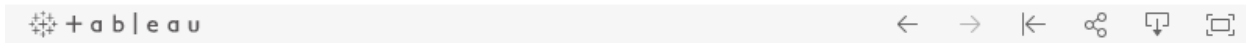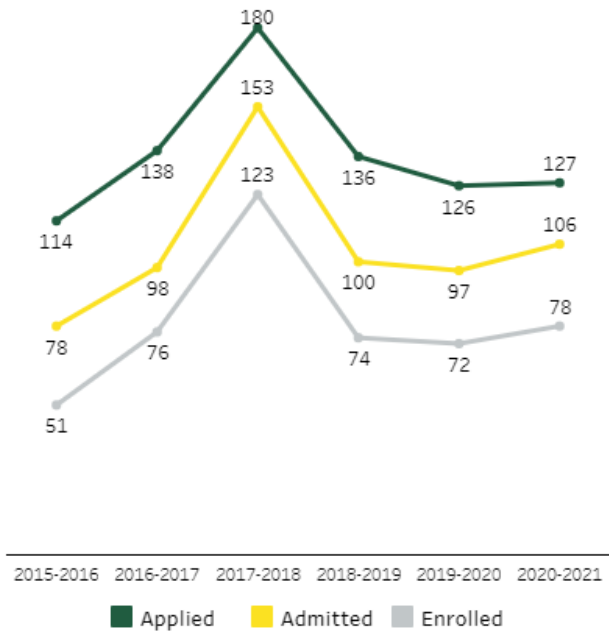
Of the 3,838 Canada home campus students enrolled in Fall 20, 2,395 (62%) were degree or transfer seeking. Of those students, 360 (15%) were First-Time students. Below is a chart which provides the total number of these students who have achieved the following unit milestones.

For this same Fall 2020 enrolled home campus, degree and transfer seeking group, the chart below provides the same information regarding unit milestones disaggregated by race and ethnicity.

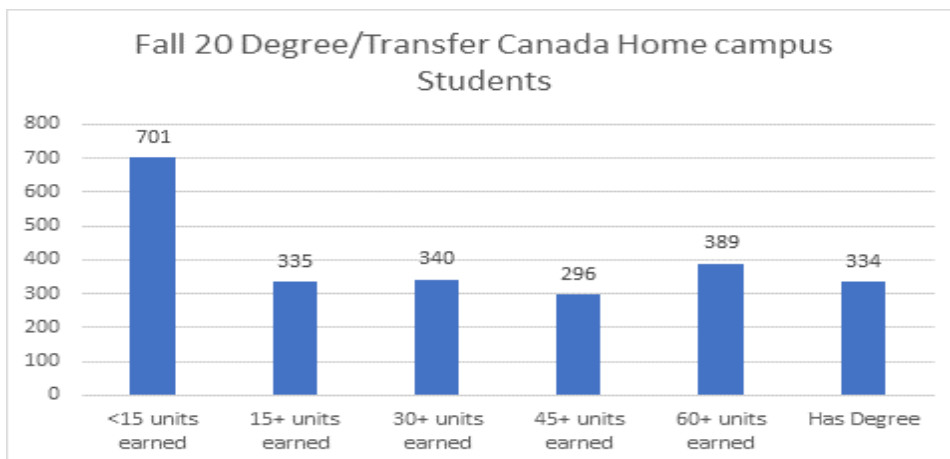| Fall 2020 Home Campus Students by Race/Ethnicity	<15 units earned (701)	15 - 29.5 units earned (335)	30 - 44.5 units earned (340)	45 - 59.5 units earned (296)	60+ units earned (389)	Student already has a 2 or 4-year degree (334)	Total Fall 2020 (2,395)
American Indian/Alaskan Native	0%	0%	1%	0%	0%	0%	**0%**
Asian	6%	6%	9%	8%	5%	11%	**7%**
Black - Non-Hispanic	3%	3%	4%	3%	2%	4%	**3%**
Filipino	2%	2%	2%	1%	4%	4%	**2%**
Hispanic	60%	59%	52%	59%	59%	48%	**57%**
Multiraces	5%	2%	5%	5%	3%	3%	**4%**
Pacific Islander	1%	1%	1%	2%	3%	1%	**1%**
Unknown	5%	7%	5%	3%	4%	2%	**4%**
White Non-Hispanic	20%	20%	21%	19%	20%	27%	**21%**

Highlighted cells indicate groups that appear to be over or under represented, relative to

their overall proportion.

<sankey data table and disaggregation to be inserted> - including those stopping out (possibly due to unit caps and Financial Aid

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 plan. Members of this Task Force to helped draft this document: Aimée Kanadjian (ASCC), Chili Montian (ASCC), Gloria Darafshi (Transfer Center), Karen Engel (PRIE), Mary Ho (Postsecondary Success & University Center), Max Hartmann (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.

Proposed 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: *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.*
Integrated Strategies (SEM and Guided Pathways), as applicable *Develop Clear (Transfer) Pathways Create and publicize clear degree and certificate programs that remove barriers to transfer in two years (SEM Goal 1)*
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 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.)
CRM: Develop an integrate	Antiracism Task Force Transfer Center Transfer Honors	Spring 2022	What are the transfer milestones? What are the individual's program

d system of support aligned to transfer milestone s centering antiracist practices to lift Black, African American , Latinx and AANAPI students.	Programs Guided Pathways Success Teams ESO! Adelante Puente EOPS		transfer goals?
Develop clear transfer maps to UC, CSU and privates.	Transfer Center Counseling Department ESO! Adelante	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 communicatio n strategies for faculty and staff to build transfer support capacity reflective of equity-minded	Transfer Center Marketing Department	Spring 2022	Are we centering race/ethnicity in the communication strategies?

ness and antiracism (i.e. newsletter, website, canvas)			

College Goal (in EMP): Goal #2 – Community Connections
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*
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	Spring 2024	Have our articulation agreements grown over the duration of this plan?
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 is the racial demographics of the local high school? What are some other important demographic

			information to consider?
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 relationships modeled after our SFSU partnership that center Hispanic ServingInstitution (HSI) and Asian American Native American Pacific Islander Serving Institution (AANAPISI), African American and Black students in transfer practices	ESO! Adelante Transfer Center STEM Center Umoja	Spring 2024	Do have additional "warm hand off" programs? Have we 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?

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 populations.	PRIE Transfer Honors Programs 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 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	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 ESO! 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	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, ANAPI, 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 culturally affirming 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 culturally affirming language?
Create a culturally affirming and inclusive Transfer Hub/Space in 9-106	Transfer Center ESO! Adelante University Center	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	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 culturally affirming language for Black, African American, Latinx AANAPI and first-generation college

students during matriculation, summer bridge, and FYE programs like PEP, Colts Con, etc.			students about transfer in the student journey?
Increase partnership with Academic Senate and transfer services	Transfer Center ESO! Adelante Academic Senate Curriculum Committee Articulation	Spring 2022	Do professors know how their courses articulate to 4-year universities?

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

The Transfer Committee will track college scorecard metrics that correspond with the above identified objectives and metrics that inform transfer broadly. 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 Canada 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 Canada 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 Canada 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+ Canada 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+ Canada 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

Equity Measures

Ensure that all of the metrics used to establish baselines and measure for successful outcomes are disaggregated by student population and student type to ensure that no sub-population of Cañada students is disproportionately negatively impacted or, if they are negatively impacted in the baseline data, that the College is able to determine whether improvements have been made over the life of the Plan.

One consideration with analyses of disproportionate impact on transfers by student subpopulation (such as racial/ethnic group, First Generation status) is the (relatively) small sample size of students transferring each year. The methodology used by the PRIE Office to calculate whether a subpopulation of students is disproportionately under-represented in the successful outcome group can lead to a large margin of error that often exceeds the proportion of students that are transferring (e.g., a subgroup with 50 students has a margin of error of 13%). Thus it can appear that there is no significant disproportionate impact when it is actually hard to tell due to the high margin of error in the calculation.

In the case of transfer success, the PRIE Office disaggregated the group of students successfully transferring each year by the following and did not find any statistically significant disproportionate impact for any of the below groups:

Student Sub-Populations

(A) Current or former foster youth.

(B) Students with disabilities.

(C) Low-income students.

(D) Veterans.

(E) Ethnic and racial categories

(i) American Indian or Alaska Native.

(ii) Asian.

(iii) Black or African American.

(iv) Hispanic or Latino.

(v) Native Hawaiian or other Pacific Islander.

(vi) White.

(vii) Some other race.

(viii) More than one race.

(F) Homeless students.

(G) Lesbian, gay, bisexual, or transgender students.

(H) Gender

All of the above diaggregated by gender as well

By disability

First Generation College Student Status