Transfer Services Plan 2025-2028

Date Submitted to PBC: May 21, 2025
Approved by PBC: May 21, 2025
Responsible Committee: Transfer Advisory Board

Contents

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 Access, Success and Completion, Equity-Minded and Antiracist College Culture, Community Connections, and Accessible Infrastructure and Innovation from the Educational Master Plan as well as the college's Strategic Enrollment Management plan.

Transfer Advisory Committee Responsibilities

The Transfer Advisory Committee is a College-wide advisory board to help develop College's Transfer Services Plan. Members of this Advisory Board provided feedback on this document include: Gonzalo Arrizon (Colts-U Transfer Center), Rance Bobo (STEM Center), Alex Claxton (PRIE), Max Hartman (Counseling Center), Mary Ho (Colts-U Transfer Center & STAR Program), Trang Luong (Articulation Officer), Alexis Murillo Arevalo (Undocumented Community Center ambassador), Konatsu Okita (STAR Peer Mentor), Soraya Sohrabi (Transfer Counselor) and Lezlee Ware (Political Science faculty & Umoja Coordinator).

Data on Cañada College Transfer

Table 1: 9 year *Applied, Accepted and Enrollment* trend at the California State University System (CSU).

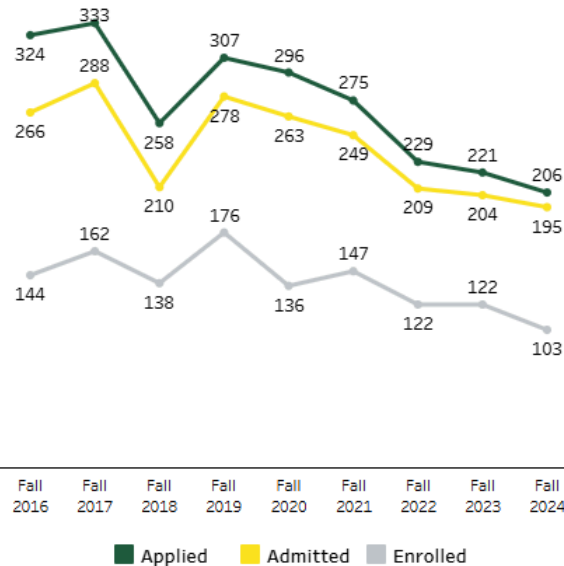Cañada's acceptance rates to CSU have steadily increased since the adoption of the last Transfer Plan.

Since Fall 2020, the percentage of Cañada applicants to CSU has increased by 6 percentage points - from 89% to 95% in Fall 2024.

Statewide, community colleges have an average CSU acceptance rate of 91%. Cañada's rate of 95% is notably higher than average.

The overall number of transfer applicants is down over time, however.

Table 2: 9 year *Applied, Accepted and Enrollment* trend at the University of California System (UC).

Transfers from Cañada to UC

Cañada College

Select: University of California system ▼

Average Number of Accepted Applicants
(16-17 to 24-25)

UC Totals by Reporting Period
(16-17 to 24-25)

Applied values: 138, 153, 180, 136, 126, 134, 157, 135, 108, 125
Admitted values: 98, 123, 100, 97, 111, 122, 102, 77, 84, 96
Enrolled values: 76, 123, 74, 72, 83, 85, 77, 63, 71

16-17 17-18 18-19 19-20 20-21 21-22 22-23 23-24 24-25

■ Applied   ■ Admitted   ■ Enrolled
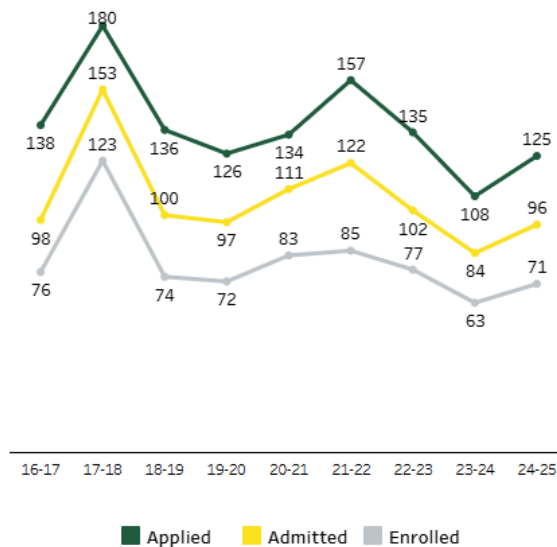
After declining during the pandemic, the number of Cañada students applying to University of California campuses rose dramatically in 2024-25.

The acceptance rate has remained steady overtime: 77% on average.

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Table 3: Units accumulated by degree and transfer-seeking home campus students as of Fall 2024

Fall 24 Degree/Transfer Canada Home Campus Students

Category	Degree only	Transfer and degree
<15 units earned	303	817
15-29.5 units earned	106	308
30-44.5 units earned	72	257
45-59.5 units earned	58	224
60+ units earned	98	223
Has Degree	178	134
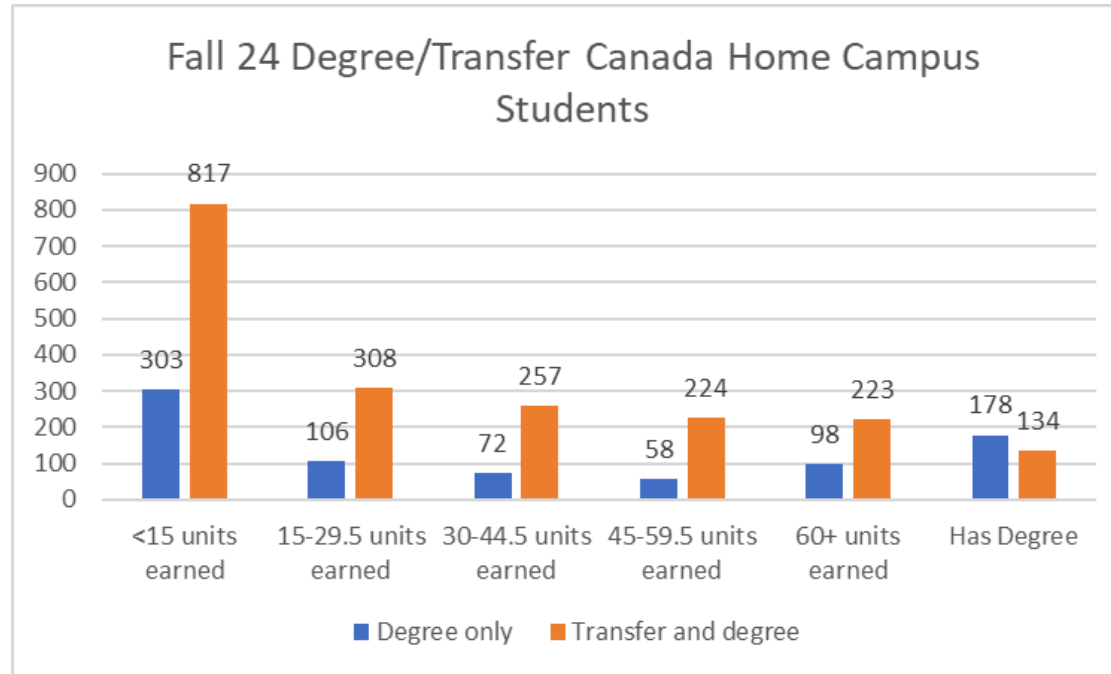
2,778 students in Fall 24 were Degree and/or transfer seeking. A majority of students are pursuing transfer with or without a degree. Of the degree/transfer students, 19% were first time students, which is considerably higher than Fall 20. There is a much larger proportion of students who have earned 15 or fewer units in Fall 24 when compared to Fall 20, as seen in the below table. This is somewhat balanced by the reduction in the number of students who had earned over 60 units.

| Transfer or degree-seeking Students Enrolled	<15 units earned	15-29.5 units earned	30-44.5 units earned	45-59.5 units earned	60+ units earned	Already has an AA/AS of BA/BS degree
Fall 2020	22%	14%	15%	13%	29%	7%
Fall 2024	40%	15%	12%	10%	12%	11%

The table below breaks down the proportion of each unit threshold by race/ethnicity. Latine students who already had a degree appear to be slightly under represented (60% overall, 32% have a degree), while asian (6% vs 19%) and white (18% vs 32%) students with a degree were slightly over represented.

Fall 2024 Home Campus Students by Race/Ethnicity	<15 units earned (1120)	15-29.5 units earned (414)	30-44.5 units earned (329)	45-59.5 units earned (282)	60+ units earned (321)	Student already has a 2 or 4-year degree (312)	All Fall 2024 Home Campus Students (2,778)
American Indian/Alaskan Native	0%	0%	0%	0%	0%	1%	0%
Asian	3%	6%	7%	5%	7%	19%	6%
Black - Non-Hispanic	4%	3%	2%	2%	3%	2%	3%
Filipino	2%	3%	2%	3%	3%	5%	3%
Hispanic	66%	65%	59%	60%	61%	32%	60%
Multiraces	4%	5%	5%	4%	4%	5%	4%
Pacific Islander	1%	1%	2%	1%	1%	2%	1%
Unknown	3%	4%	4%	4%	6%	3%	4%
White Non-Hispanic	16%	14%	19%	20%	14%	32%	18%

Table 4: Progress made by Fall 2021 first-time Cañada transfer and/or degree-seeking home campus student cohort

Click to view interactive Sankey
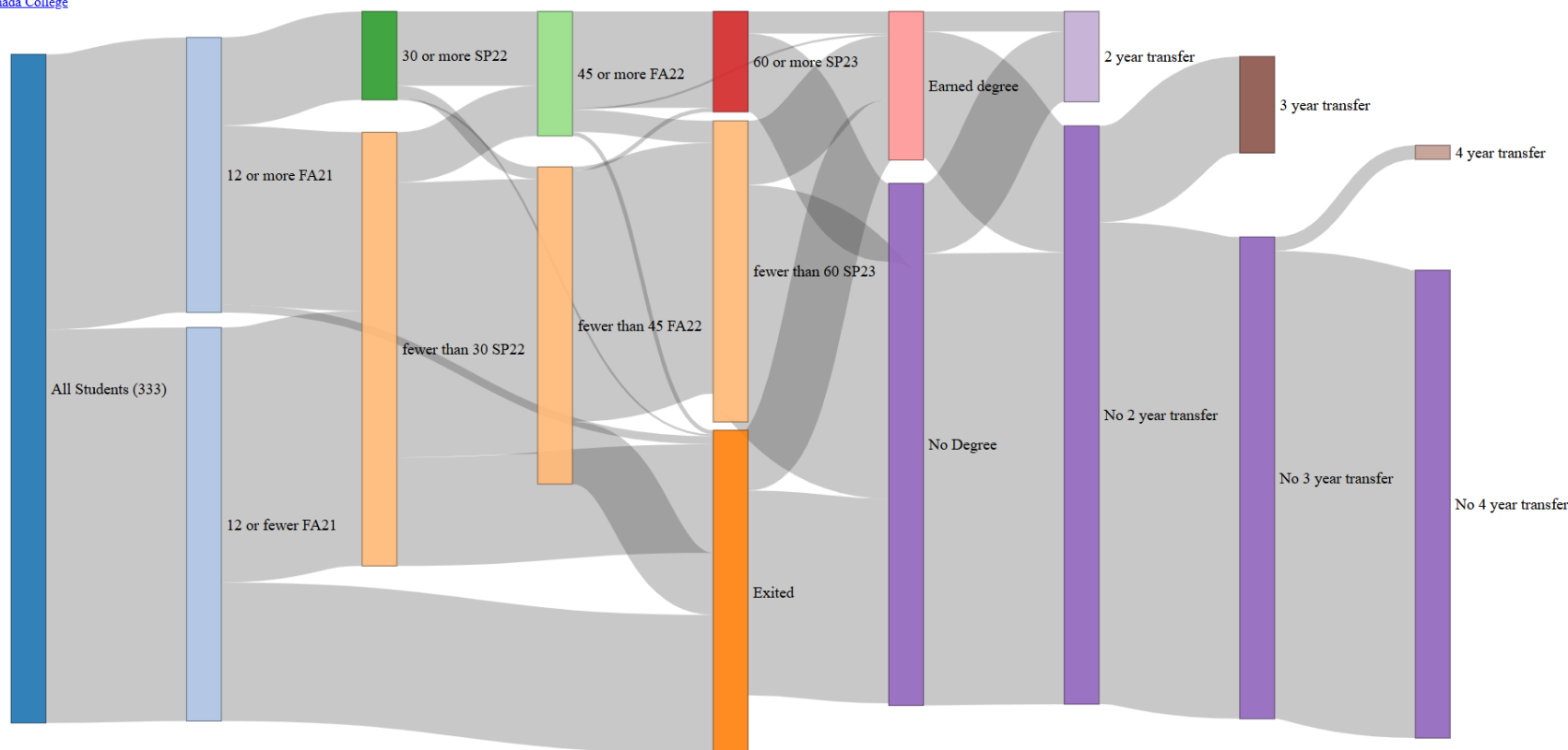
Analysis of the Sankey: Looking longitudinally, the Fall 2021 first-time Cañada transfer and/or degree-seeking home campus students[1], just under half earned 12 or more units in their first term. Of those, only about one third earned 30 or more units by the end of their first Spring semester, while about a fifth had stopped out (at least temporarily). Of the students who earned fewer than 30 units by spring, about 10% were able to use summer in addition to their second Fall to get to 45 or more units
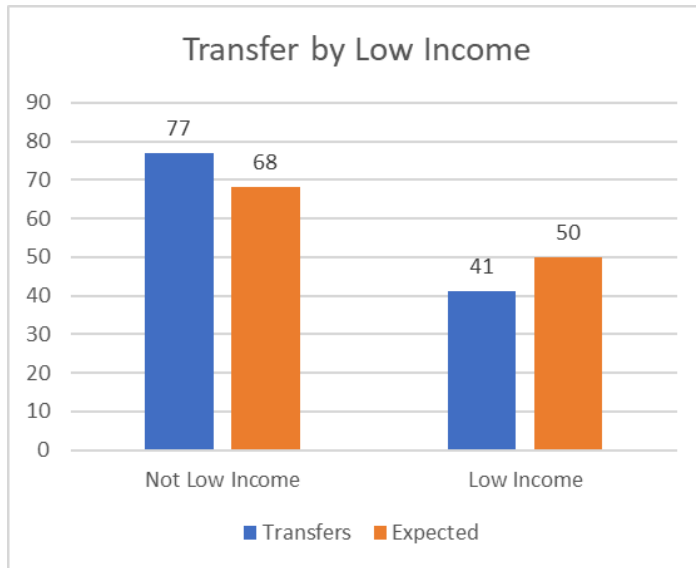
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[1] Only students who had earned fewer than 30 units prior to becoming first-time students were considered. Dual enrollment and Middle College students accumulate units while in high school. They were included in this first-time cohort if they had earned less than 30 units prior to enrolling as first-time college students.

earned. Though by this point only about two thirds of the original cohort has remained continuously enrolled and about three quarters are not on pace for a two year completion. A majority of the students who had earned 45 or more units by Fall 2022 were able to earn 60 or more units by Spring 2023, however only about 20% of those students earned a degree by Fall 2024. Only 23 from the original 333 earned a degree by Spring 2023, while another 44 earned theirs by Spring 2024.

When it comes to transfer, about 14% of students transferred at the two year mark, while another 14% transferred after three years. By the 4th year, only 2% more students had transferred, indicating that most of those who would be transferring, transfer within three years.

Table 5: Demographics of Fall 2021 degree and transfer-seeking student cohort

Transfer by Age

Age	Transfers	Expected
Age Under 18	0	0
Age 18 - 22	115	96
Age 23 - 28	1	5
Age 29 - 39	1	12
Age 40 - 49	1	2
Age 50 - 59		2
Age 60 +	1	
Age Unreported	0	0

Transfer by Race/Ethnicity

Race/Ethnicity	Transfers	Expected
American...	1	0
Asian	5	5
Black - Non-Hispanic	4	3
Filipino		1
Hispanic	65	70
Multiraces	9	6
Pacific Islander		2
Unknown	2	7
White Non-Hispanic	32	25

Transfer by Gender

Gender	Transfers	Expected
Female	63	59
Male	51	55

Transfer by First Gen

First Gen	Transfers	Expected
First Generation	58	68
Not First Generation	54	32
Unreported	6	18

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Transfer by Low Income

Looking at the intersectional effect of low income on transfer, the following two graphs are low income transfer-seeking students disaggregated by gender and also race/ethnicity.

Transfers by Low income Gender

Transfers by Low Income Race/Ethnicity
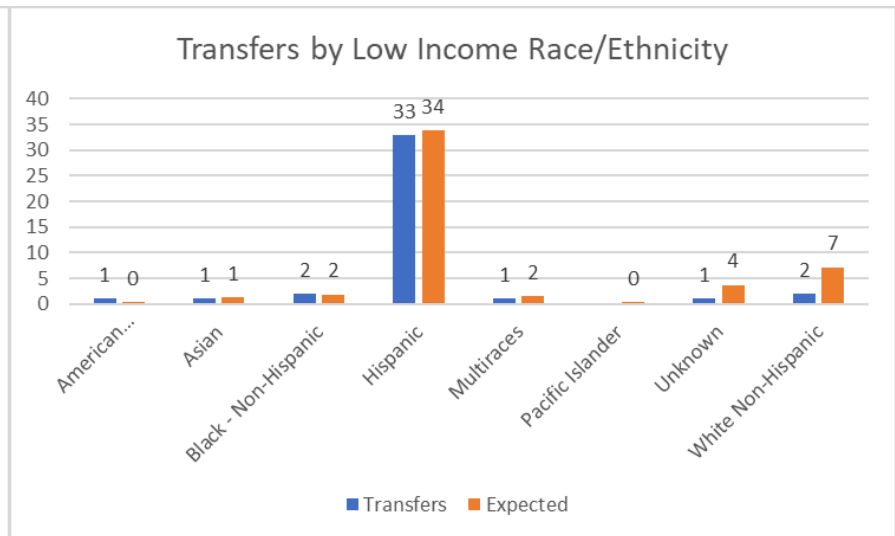
Highlights of Transfer Data:

- On average over the past 5 years, 92% 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 56% enrolled at a CSU. More data is needed to determine if students enrolled elsewhere or did not transfer. **(Table 1)**

- Over the past 5 admission cycles, a yearly average of 78% 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 F24 and further disaggregates this data by race. The relative balance across the groups and the accumulation of units, demonstrates a positively skewed distribution of unit-accumulating milestones, with fewer students at the high unit milestones.

- **Table 4** shows that while a majority of the cohort was unable to earn 12 units after their first (Fall) term, a consistent subset was taking and earning enough units to be on a two year completion path. However many of these students did not earn a degree.

- 45 students transferred after 2 years, 48 students after 3 years, and 7 students after 4 years. **(Table 4)**

- When examining transfers by demographics, there are some consistent patterns from prior years. Students enrolling shortly after graduating high school are transferring at a rate slightly higher than expected, while all the older categories are transferring at a slightly lower rate than expected. Turning to race ethnicity, our Latine students are slightly underrepresented while our White students are slightly over represented. Female students are slightly more likely to transfer than expected while male students are slightly less likely to transfer. First generation students are less likely to transfer than expected, while non-first generation students are more likely to transfer than expected. Finally, the low income students are less likely to transfer than expected. **(Table 5)**

- When looking into the low income students by gender and race ethnicity, low income students of both genders are transferring at a lower rate than expected which indicates low income female students may be more impacted by being low income. When examining race/ethnicity, the gap for Latine students is mostly closed, while the white non-hispanic students show a slight underrepresentation. **(Table 5)**

Transfer Plan for 2025-2028

EMP 1.16 -- Create a campus culture that expects and supports students' completion of their educational goals within three years using tactics such as: (1) scheduling classes according to student interest and demand (informed by Student Education Plan (SEP) data; (2) offering more course-taking opportunities during the summer; (3) monitoring student progress more closely (via Success Teams, the Retention Specialist Community of Practice, and the Transfer Center.

Strategies	Actions	Responsible Parties	Timeline	Title V: Transfer Centers: Minimum Program Standards	Evaluation Questions
(1) Develop clear transfer maps to UC, CSU and privates	Create a representative map for at least ONE university per system	Colts-U Transfer Center Articulation Officer/Transfer Counseling	Fall 2025	Standard 1B	How can we be sure these maps are easily understood by students? What does a clear map for each pathway look like for students?
(2) Monitor and support the enrollment and success of students with a transfer goal in transfer-level math and English (AB 705)	Members of the CREW will track enrollments and success in transfer level English and math, and help refer students to	Counseling Division Learning Center CREW English faculty Math faculty	Spring 2026	Standard 1D	How many students with a transfer goal enroll in English and math in the first year? How successful are our students with a transfer goal in transfer-level math & English? Where are the equity gaps in enrollments and success?

| | counseling, learning center, etc.

IA lead counselors will update program maps to include English and math within the first year when possible. | | | | |
|---|---|---|---|---|---|
| (3) Require programs to discuss transfer impact in program review with an equity-minded lens | Work with Program Review working group to include a question on transfer success. | SSPC IPC Program Review Committee | Spring 2026 | Standard 5 | Are there opportunities in your program to monitor students' "transfer readiness"? 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? |
| (4) Transfer Advisory Committee | Form Transfer Advisory Committee

Establish goals for the | Colts-U Transfer Center | Fall 2025 | | Do we have a Transfer Advisory Committee? What is the function of the group? |

	Transfer Advisory Committee				

EMP 3.8 -- Strengthen transfer support services by, (1) building University pathways (2) increasing by 35% the number of Cañada College transfer-seeking students who achieve transfer readiness and the number of students who apply to a 4-year University between 2022 and 2027 (adjusted for enrollment fluctuations) and, (3) reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students.

Strategies	Actions	Responsible Parties	Timeline	Title V: Transfer Centers: Minimum Program Standards	Evaluation Questions
(5) Develop transfer communication strategies for faculty and staff to build transfer support capacity reflective of equity-mindedness and antiracism (i.e. newsletter, website, canvas)	Provide faculty and program leads with access to Canvas shell, continue building distribution for newsletters, and revamp website to highlight BIPOC students who successfully transferred Develop college-wide communication on Cal-GETC and common course numbering and new transfer initiative.	Colts-U Transfer Center Academic Senate Learning Communities working group	Fall 2025 Spring 2026	Standard 1A	Are we centering race/ethnicity in the communication strategies?

	Outreach to Evening students (CAN NOW: Nights, Online, and Weekends) Develop more videos to be used for outreach Invite faculty and their classes to Colts-U Transfer Center for presentation beginning of each Fall and Spring semester				
(6)Continue to grow and build articulation agreements with universities	Create an inventory of articulation agreements to determine gaps. Develop articulation agreements with privates and out-of-state universities	Colts-U Transfer Center Articulation Officer	Spring 2026 Fall 2026	Standard 1B	Have our articulation agreements grown over the duration of this plan?
(7) Create transfer pathways with our local high school partners from a	Develop Fall and Spring calendar with Outreach on on-going transfer presentations for local high	Learning Communities Dual Enrollment	Fall 2026		Do local high schools actively promote Cañada College as a step in a student's university transfer

racially equity-minded lens	school partners. Identify dual enrollment courses that would benefit from learning about transfer from the community colleges.				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?
(8) Leverage district wide transfer partnerships -	Identify methods to track students who are interested in East Bay and San Francisco State University utilizing the newly developed data-sharing agreements. UC data sharing agreement is now district-wide. Update NDNU data-sharing agreement.	Colts-U Transfer Center PRIE	Fall 2025		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? Do we have knowledge of Honors Programs at partner universities.
(9) Center our Latinx students, recognizing that we are a Hispanic Serving Institution (HSI), center our AANHPI students,	Develop collaborations with Puente, Umoja and S.T.A.R. Develop a transfer video campaign centering our Latinx, AANHPI and Black	Colts-U Transfer Center Transfer Advisory Board Puente Umoja S.T.A.R.	Spring 2026	Standard 1A	How are we centering AANHPI, Latinx and African American and Black students in transfer practices?

recognizing that we are an Asian American Native American Pacific Islander Serving Institution (AANAPISI), and center our African American and Black students in transfer practices	and African American students. Connect with student clubs. Connect with our ESL students. Develop collaborations with Honors Transfer Program.	Learning Communities working group Honors Transfer Program Marketing			
(10) Partner with programs/departments to develop events with an equity-minded transfer focus that align with their program mission	Continue the coordination of campus visits through the University visits working group. Develop landing page on Colts-U Transfer Center website for all campus visits Convene a Learning Communities working group Create mock application workshops	Colts-U Transfer Center Transfer Advisory Board Promise TRIO EOPS CREW Learning Communities FYE Honors Transfer Program	Fall 2025	Standard 1A	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? What programs have we partnered with? How have we expanded existing partnerships? How do these partnerships address the equity gaps?
(11) Develop a Transfer Student	Develop a transfer alumni database to share with	Colts-U Transfer Center	Fall 2025		Can the CRM be utilized to create this network and

Alumni Network	marketing.	Marketing			foster these ongoing relationships? How are we connecting alumni to our campus culture?
(12) Create a transfer statement that is equity minded that professors can use in their course syllabi	Develop a transfer statement for the syllabi.	Colts-U Transfer Center Academic Senate Curriculum Committee	Spring 2026	Standard 1A or 1B	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?
(13) Streamline data collection. Disaggregate data by race/ethnicity and gender to understand how specific populations of students are engaging with the Colts-U Transfer Center and how engagement contributes to transfer success	Work with PRIE to develop a comprehensive transfer data warehouse that is disaggregated by race/ethnicity and gender and that also includes first gen and other special program markers. Work with PRIE to develop a transfer engagement survey	Colts-U Transfer Center PRIE	Spring 2026	Standard 5	How many students are we serving? How are specific groups of students engaging with services and participating in activities that impact their transfer goals? What equity gaps persist?

(DI, racially minoritized etc.)					

EMP 3.9 -- Facilitate the transfer process by implementing the provisions of California Assembly Bills 1111 and 928 and placing incoming degree-seeking students directly into AD-T programs (if available) and adopting a common course numbering system.

Strategies	Actions	Responsible Parties	Timeline	**Title V: Transfer Centers: Minimum Program Standards**	Evaluation Questions
(14) Ensure students with a transfer goal are in ADT programs of study when available.	Welcome Center Team will receive a regular report of students with a transfer goal who are not enrolled in ADTs and will reach out to these students and refer them to counseling.	Welcome Center Counseling Curriculum Committee	Fall 2025		How many students with a transfer goal do not have an ADT programs when ADT programs are available?
(15) Support Curriculum as needed in	Articulation officer will provide regular updates to the Counseling Division.	Articulation Officer Curriculu			How can the Colts-U support with the common course numbering initiative?

implementing common course numbering and communicating the changes with our campus community.	Dean of Counseling will assist in broad campus wide communication.	m Committee Colts-U			

College Goals

1. **Student Access, Success and Completion**
   Cañada College ensures student access to relevant and transformative student services and instructional programs that are inclusive, diverse, equitable, and antiracist. As an institution, Cañada contributes to the financial stability of students to empower them to pursue personal, academic, professional, and civic goals. Cañada College continuously assesses processes and removes barriers to student access, success, and completion.

2. **Equity-Minded and Antiracist College Culture**
   Cañada College transforms its culture to be equity-minded and antiracist. Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive. Our educational practices reflect the fundamental importance of individualized learning experiences, the shared building of knowledge, and promoting social justice at Cañada College.

3. **Community Connections**
   Cañada College establishes equity-minded partnerships with other educational institutions, employers, governments, and community-based organizations that result in seamless pathways for high school students transitioning to college, college students transitioning to university, and all community members pursuing career, and lifelong educational opportunities.

4. **Accessible Infrastructure and Innovation**
   College financial resources are well managed in support of the College's values and to provide accessible physical and virtual spaces that promote continuous innovation and excellence in teaching and learning. Cañada's investments in physical, technological and transportation infrastructure create sustainable, equitable access to the College and support equitable educational outcomes across the diverse members of the community we serve.

Annual Summary of Progress

Each spring semester a one-page Annual Summary of Progress report will be presented 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 Advisory CommitteeTaskforce 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

Appendix A: Sankey Summary Table

All Students (333)	12 or fewer FA21 (196)	196
All Students (333)	12 or more FA21 (137)	137
12 or fewer FA21 (196)	Exited (161)	69
12 or fewer FA21 (196)	fewer than 30 SP22 (216)	127
12 or more FA21 (137)	30 or more SP22 (44)	44
12 or more FA21 (137)	Exited (161)	4
12 or more FA21 (137)	fewer than 30 SP22 (216)	89
30 or more SP22 (44)	45 or more FA22 (62)	37
30 or more SP22 (44)	Exited (161)	1
30 or more SP22 (44)	fewer than 45 FA22 (158)	6
fewer than 30 SP22 (216)	45 or more FA22 (62)	25
fewer than 30 SP22 (216)	Exited (161)	54
fewer than 30 SP22 (216)	fewer than 45 FA22 (158)	137
45 or more FA22 (62)	60 or more SP23 (50)	48
45 or more FA22 (62)	Earned degree (74)	1
45 or more FA22 (62)	Exited (161)	2
45 or more FA22 (62)	fewer than 60 SP23 (150)	11
fewer than 45 FA22 (158)	60 or more SP23 (50)	2

fewer than 45 FA22 (158)	Exited (161)	31
fewer than 45 FA22 (158)	fewer than 60 SP23 (150)	125
60 or more SP23 (50)	Earned degree (74)	11
60 or more SP23 (50)	No Degree (260)	39
Exited (161)	Earned degree (74)	30
Exited (161)	No Degree (260)	102
fewer than 60 SP23 (150)	Earned degree (74)	32
fewer than 60 SP23 (150)	No Degree (260)	118
Earned degree (74)	2 year transfer (45)	10
Earned degree (74)	No 2 year transfer (288)	63
No Degree (260)	2 year transfer (45)	35
No Degree (260)	No 2 year transfer (288)	225
No 2 year transfer (288)	3 year transfer (48)	48
No 2 year transfer (288)	No 3 year transfer (240)	240
No 3 year transfer (240)	4 year transfer (7)	7
No 3 year transfer (240)	No 4 year transfer (233)	233