

**MIRACOSTA COLLEGE TRANSFER CENTER:
MASTER PLAN**

Fall 2015

TRANSFER CENTERS: THE HUB OF TRANSFER ACTIVITY

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

TRANSFER CENTER PURPOSE

MiraCosta Transfer Center was originally established to strengthen the transfer function and to increase the number of students prepared for transfer to baccalaureate-level institutions through the coordination of college transfer efforts. SB 121 further established that all 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 MiraCosta Transfer Centers serve as the focal point of 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.

THE MIRACOSTA COLLEGE TRANSFER CENTER: DEFINITION AND MAJOR FUNCTIONS

The MiraCosta Transfer Center should be in a specific location 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 regard 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 cases 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, including 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 Guarantees, 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), 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 and coordinating transfer workshops and university tours.
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 online university applications.

13. Providing advocacy for students who believe their denial of admission from a baccalaureate-level university is unfair or incorrect.

THE MIRACOSTA COLLEGE TRANSFER CENTER: RESPONSIBILITIES OF THE COLLEGE ADMINISTRATION

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

1. Providing 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. Providing adequate space in the transfer center facility for the Transfer Center Director, transfer resource materials, counseling and support staff, workspace for university representatives, and student research area.
3. Ensuring 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. Establishing 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. Developing 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. Providing adequate Transfer Center staffing. It is clear that in order to maintain transfer efforts as called for in the Title 5 regulations, sufficient funding and staffing need to be directed to an institution's transfer operations. While specific levels of staffing and responsibilities vary in accordance with local circumstances and priorities for both two- and four-year institutions, recommended staffing levels are given below. In addition, it is recommended that a combination of counseling and support staff be provided. These individuals should be 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.

7. College administration shall provide funding for a vibrant professional development program for the Transfer Center Director, transfer counselors and transfer center staff to ensure they are continually trained on all transfer issues.

THE MIRACOSTA COLLEGE TRANSFER CENTER STAFFING

- One faculty director hired full time to the Transfer Center with appropriate experience and training in university admissions and transfer counseling;
- Two full-time counseling faculty positions, or more depending on growth of campus and scope of the transfer program; and
- One to two full-time classified positions, or more depending on the growth of campus and the scope of the transfer program.

RESPONSIBILITIES OF THE MIRACOSTA COLLEGE FACULTY DIRECTOR OF THE TRANSFER CENTER

The primary responsibility of the Faculty Director of the Transfer Center is to coordinate the college's transfer function. The director will be responsible for 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.

1. Serving as the primary contact person for inquiries from community college administrators, 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 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 conveyed on the college website and 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. Working with instructional faculty to incorporate the transfer function as a part of the syllabus of select courses offered at the community college
6. Chairing the Transfer Center Advisory Committee developed to assist in supporting and strengthening transfer activities on campus. This committee may include instructional and counseling faculty, 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 ongoing 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 Chancellor's Office) and redirecting these updates to counselors, Transfer Center staff, and appropriate administrators and instructional faculty.
12. Directing the college's Transfer Admission Agreement (TAA or TAG), Dual Admissions and Associate Degree for Transfer programs with universities.
13. 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, foster youth, Puente, veterans and Umoja students.
14. 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. Assisting in campus wide efforts to develop strategies to improve the transfer rate for these students.

15. In conjunction with regional universities, developing and implementing methods to evaluate the effectiveness of local transfer activities.

16. 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.

17. Contacting other California Community College campuses that have strong Transfer Center programs to obtain information and assistance in the development of transfer activities.

18. Attending regional Transfer Center Directors meetings coordinated by the CCC Chancellor's Office and attending the annual CCC statewide Transfer Center Directors meeting. In addition, attending transfer meetings and conferences sponsored by UC, CSU and independent colleges and universities.

19. Writing and submitting the annual Transfer Center Report to the CCC Chancellor's Office

20. Reporting to the college governing board annually on transfer numbers and community college or university trends or policies that are affecting transfer students.

21. Serving as a member of WACAC and participating on WACAC's Transfer Advocacy Committee.

MAJOR RESPONSIBILITIES OF TRANSFER CENTER COUNSELORS

A minimum of two full time counselors will be hired in the Transfer Center. 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, veterans, and foster youth.

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. Assisting 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.

6. Assisting in the creation and operation of technology enhanced transfer counseling, i.e., online chats with university representatives for transfer students.

MAJOR RESPONSIBILITIES OF TRANSFER CENTER SUPPORT STAFF

The responsibilities of support staff working in the Transfer Center include the following:

1. Working at the front line of the Transfer Center to greet students, answer student transfer questions and refer students to Transfer Center counselors or to the Counseling Department as appropriate.
2. Publishing a calendar (both online 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 online and print resources.
4. Assisting students with university applications.
5. Monitoring and tracking all incoming and outgoing transfer admission agreements (TAAs), which includes maintaining a database of mailed/approved/denied TAAs and notifying students and counseling faculty of TAA status.
6. Developing communication tools to publicize Transfer Center activities to the campus, including posters, social media and any tools used on campus to promote activities.
7. Scheduling appointments for visiting university representatives and Transfer Center counselors.
8. Handling all clerical support for the Transfer Center Director and Transfer Center Counselors.
9. Supervising student employees.

CAMPUSWIDE RESPONSIBILITIES FOR THE TRANSFER OF LOW-INCOME, DISABLED AND FIRST-GENERATION COLLEGE STUDENTS

It is essential that Transfer Center Director 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 may include 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, DSPS and Umoja, as well as student clubs and organizations.
2. Making sure that low-income, disabled and first-generation college students receive transfer 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 and mentors, such as community members, university admissions representatives and faculty, who will meet with students and encourage them to complete their transfer goals and show them various methods for funding their college education.
5. Bringing motivational speakers to campus who can address the issues of low-income, disabled and first-generation college students and who will encourage students to stay on track with their transfer goal.
6. Encouraging the development of a diverse curriculum that will support a diverse campus culture and that validates and addresses the issues that low-income, disabled and first-generation college students encounter.

7. Working with students to identify barriers to retention and transfer and developing strategies to overcome such barriers.
8. Designing programs and activities that familiarize students with the university environment.
9. Advocating for additional resources to meet the transfer needs of low-income, disabled and first-generation college students.

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, "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."

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

1. Inviting Transfer Center Directors to department meetings and 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 and activities.
6. Helping identify and referring potential transfer students to the Transfer Center or Counseling Department, 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.
9. Helping the Transfer Center stay current regarding immediate changes in the academic discipline and future changes in related career fields or industries.

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 Director and Articulation Officer to develop and maintain a successful transfer effort.

The MiraCosta College Transfer Center staff should work with and encourage university staff in the following ways:

1. Including California Community College Transfer Center Director and Articulation Officer in the development of all transfer programs and initiatives.

2. Establishing regular visits to regional Transfer Center to meet with students to discuss academic options, evaluate transcripts and monitor student progress toward fulfilling transfer requirements.

3. Working with Transfer Center Director to coordinate additional outreach needs, such as university tours, motivational or informational workshops, and inter-institutional meetings to develop, coordinate and evaluate regional transfer programs.

4. Ensuring that course and program articulation information is complete, accurate and timely, and that it covers university, departmental and major requirements.

5. Providing essential transfer information to Transfer Center Director including annual 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 the Transfer Center Director.

8. Maintaining a high level of commitment by attending the scheduled Transfer Day/College Night Programs sponsored by the Intersegmental Coordinating Committee (ICC), and regional college fairs.

9. Participating in the Transfer Center Advisory Committees of regional community colleges.

INTEGRATING THE TRANSFER FUNCTION INTO THE MIRACOSTA COLLEGE 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

MiraCosta College has an outreach staff who are responsible for the identification and recruitment of potential community college students. These outreach efforts should be involved with the Transfer Center so that the community college outreach staff can distribute transfer information and materials to potential transfer students at 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.

THE MIRACOSTA COLLEGE TRANSFER CENTER and: ITS RELATIONSHIP TO GENERAL COUNSELING

Special emphasis is placed on counseling and its importance in the transfer process. The relationship between MiraCosta Transfer Center and the Counseling Department is of paramount importance to a successful transfer effort. It is critical that the Faculty Director of the Transfer Center takes 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. General 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 students.

The MiraCosta College Faculty Director of the Transfer Center meets 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 director also forwards regular transfer updates received via the statewide Transfer Center Directors distribution list to all counselors. This type of relationship between us will ensure that students receive counseling services from a well-trained and informed counseling staff. This will also 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 (SEPs), 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 (e.g., Transfer Center, Financial Aid, DSPS, EOPS, FKCE, Veterans, etc.) as well as appropriate outside agencies.
6. Offering career and personal counseling.
7. Advising and assisting students in completing a UC Transfer Admission Guarantee (TAG) or an AA-T or AS-T degree for CSU transfer.

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 that 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. The plan addresses lower-division general education, lower-division major preparation and skill development needs. The Student Success and Support Program 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, knowledge of individual student's barriers and defined educational goals are all necessary pieces to the develop 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, and career resource centers, 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.

INSTITUTIONAL RESEARCH AND ACCOUNTABILITY

The ongoing evaluation of college wide transfer efforts is an integral part of MiraCosta College 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 should identify ways in which student preparation for transfer can be improved.

The MiraCosta College Faculty Director of the Transfer Center works collaboratively with college's institutional research office to develop a transfer research agenda and is reflected in state reports, SLOs, and Program Review.

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 beyond the services provided by Counseling Departments. Since then, much has been accomplished to increase the understanding and awareness of the importance of a strong transfer function and of the role played by community college Transfer Centers.

In this new century, as higher education enrollments and competition for admission increase, it becomes even more critical to maintain access to baccalaureate degrees through community colleges. More than ever, community colleges must provide the encouragement, information and services necessary for successful transfer. It is important to continue strengthening and refining the operations of MiraCosta College Transfer Center 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 sending transcripts from admissions and records, teaching English, counseling students or serving as a member of the governing board.

In order to help students realize their educational goals and acquire the requisite skills, community colleges must continue to collaborate 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 at MiraCosta College 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.