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Information Item

California Postsecondary Education Commission

Transfer Patterns

This item will present information regarding the flow of community college students to four-year colleges and universities over the decade of the '90s.

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California's Transfer Patterns

Introduction With the ratification of the 1960 Master Plan, community college transfer became a major factor in the California system of higher education. At that time, California's four-year institutions set the standard for freshman eligibility particularly high (at the top one third of the high school graduating class). In most other states in the West, graduation in the top half of one's class carried a reasonable expectation of access to at least a second-tier public four-year institution. In providing higher education opportunity for the majority of high school graduates, the system designed in 1960 rested heavily on a healthy transfer function between the California Community Colleges and California's four-year institutions. That basic fact has not changed in the intervening four decades, but the present demographic outlook and fiscal realities demand a new, more careful look at the transfer function.

As was the case in 1960, the state is confronted with a major increase in the number of students graduating from high school, but superimposed on this increase is the fact that the new students will come from ethnic groups historically underrepresented in California postsecondary education. The state will not be able to accommodate the increased demand for postsecondary education without serving unprecedented numbers of baccalaureate-bound (increasingly first generation) lower division students in the community colleges. This compounded challenge makes it imperative now to establish a baseline for measuring improvements in transfer and a model for assessing the health of the various components of transfer.

A 2002 report by the National Center for Public Policy and Higher Education ("State Policy and Community College Baccalaureate Transfer") examines the role of state policy in influencing community college-baccalaureate transfer. The first of eight recommendations in that report includes the following language:

1. Develop baseline information on statewide transfer and performance, including retention and graduation of transfer students.... States need to understand the correlates of success within their own state, to build upon them, and to identify the missing ingredients for students and institutions that do not have a history of success....

The Commission believes that having a robust transfer program with concomitant performance outcomes will result in increased cost effectiveness, translate access into success, and reduce achievement disparities that prevent students of low income and other historically underrepre-

sented groups from attaining their educational goals. Moreover, the state has directed considerable resources to programs designed to increase the number of students transferring. The Commission is the appropriate agent to evaluate the effectiveness of those expenditures and to establish the means of accounting for the impact of these programs on transfer.

Transfer goals Prior to 1997 transfer goals were couched in terms of "...the maintenance of a healthy and expanded (and effective) student transfer system...and the maintenance of upper division enrollment, which are students who have attained upper division status, at 60 percent of total undergraduate enrollment. This goal shall be met through programs aimed at increasing the numbers of qualified transfer students from community colleges without denying eligible freshmen applicants." (Sections 66742 and 66730 California Education Code; added by S.B.121 and A.B.617 in 1991)

Starting in 1997 transfer goals became quantified in a series of actions by the several segments of postsecondary education summarized in Display 1. In May 2000, the UC goal was revised upward to 15,300 transfer students in 2005-06 from the 14,500 shown in Display 1. There can be no doubt of the resolve of the segments to absorb the expected increase in high school graduates largely through the time-tested means of transfer.

Commendable as these explicit numerical goals are, they seem to assume that the needs of the underrepresented groups will be served in the process. This report will raise the issue of ethnic diversity and highlight the need to address it explicitly in our transfer goals.

The nature of this analysis This is a data-driven study. It presents ten years of transfer data with a focus on campus-to-campus transfer flow as opposed to the campus-wide or system-wide data that have been presented in the past. In addition, it is an historical study. It examines an entire decade of detailed information to discern trends in individual campus-to-campus transfer pathways. Unlike past studies of transfer, this detailed, long-term perspective exposes facets of the structure and dynamics of the transfer function that could not be seen in the aggregated analyses of the past. It is true that transfer can be viewed as a program-to-program phenomenon, and articulation can be carried to the individual course level. But the campus-to-campus view presented in this analysis allows a statewide perspective that would necessarily be lost in a more detailed look.

The pivotal fact of transfer is that it occurs from one campus to another. The system-wide numbers are really the gross sum of students transferring within 2247 conduits linking 107 of the 108 individual community colleges (adequate data did not exist for Copper Mountain) to 21 of the 23 CSU campuses (data for the Maritime Academy and CSU-Channel Islands were not included) and 856 conduits linking those same 107 community college campuses to the eight general campuses of the UC system. Each of these conduits is unique, and they differ broadly in their size (i.e.,

the number of students using them each year) and their length (i.e., the distance from the community college campus to the four-year campus). The conduit (i.e., the pathway leading from a particular community college campus to a particular four-year campus) is the basic unit of analysis in this report.

Display 1

	<i>CCC and CSU</i>	<i>CCC and UC</i>	<i>CCC and AICCU</i>
Original Transfer Goals (Partnership for Excellence).	An increase from 48,688 to 64,200 in the number of transfers to the CSU.	An increase from 10,886 to 14,500 in the number of transfers to UC.	An increase from 10,000 to 13,800 in the number of transfers to independent and out-of-state colleges.
Original dates and timelines.	MOU signed on May 8, 2000; effective 2000-01 through June 30, 2003.	MOU signed in November 1997, revised in May 2000; effective 1995-96 (base year) through 2005-06.	MOU signed in March 2000; effective 2001-02 through 2005-06.
Revised Transfer Goals (adopted by the CCC Board of Governors in July 2000).	CCC will increase, by 5 percent each year, the number of upper-division CCC students fully qualified to transfer to CSU; CSU will enroll all fully qualified CCC students seeking admission to CSU. Note: Base-year change to 1998-99.	CCC will increase the number of transfer-ready students to provide enough applicants to increase by at least 6 percent annually the number of transfer students eligible to enroll at UC.	
Revised timelines.	Base-year change from 1995-96 to 1998-99. Goal-year remains at 2005-06.	Base-year change from 1995-96 to 1998-99. Goal-year remains at 2005-06.	
New Sub-Goal: Transfer-Prepared (adopted by the CCC BOG in December 1999).	An increase in the number of California Community College students who are Transfer-Prepared from 106,951 in 1997-98 to 135,935 in 2005-06. <i>"Transfer-Prepared" is defined as the number of students systemwide who earned, within a six-year period, 56 transferable units with a minimum GPA of 2.0.</i>		

Source: "Student Transfer in California Postsecondary Education," (CPEC Report 02-3, February 2002).

**Major findings
and conclusions**

1. **First, the bulk of transfer students choose to transfer through the few large (i.e., 100+ students per year) or medium (i.e., 20 to 99 students per year) conduits (as distinguished from the many small conduits).** For the three-year period from 1997-8 through 1999-00, the CCC-CSU set of 2247 conduits comprised 105 large conduits chosen by 100 or more students per year, 202 medium conduits chosen by 20 or more students per year, and 1940 small conduits chosen by fewer than 20 students per year. As Display 2 shows, the 105 large conduits (4.7 percent of the 2247 CCC-CSU conduits) carried 65 percent of all CCC-CSU transfers. The 202 medium conduits (9 percent of CCC-CSU conduits) carried 19.5 percent of all CCC-CSU transfers. The remaining 1,940 small conduits (86.3 percent of the CCC-CSU set of conduits and each chosen by fewer than 20 students per year) carried 15.5 percent of all CCC-CSU transfers. For this nexus then, just 13.7 percent of the set of conduits accommodated 84.5 percent of the students transferring.

For the same period the CCC-UC set of 856 conduits included: (a) 15 large conduits (1.8 percent of the CCC-UC set) that carried 26 percent of all CCC-UC transfer students, (b) 108 medium conduits (12.6 percent of the set) that carried 43 percent of CCC-UC transfer students, and (c) 733 small conduits that carried 31 percent of the total (see Display 3). For this nexus then, just 14.4 percent of the set account for 69 percent of the students transferring.

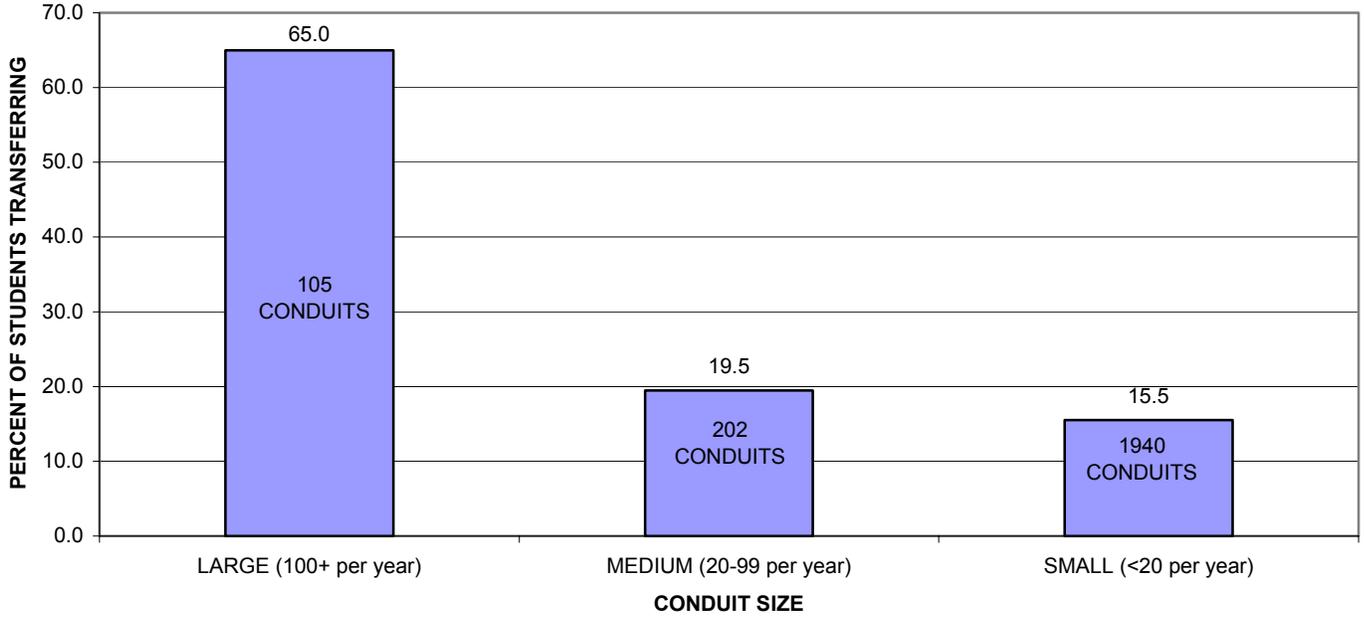
If the bulk of the students transferring choose to do so through a small subset of conduits, then the allocation of resources and attention should be informed by this compelling fact. To spend time on the potential needs of virtual students in empty conduits is to neglect the manifest needs of real students striving to navigate the mainstream of transfer. Priorities need to be set and observed if transfer is to function well.

2. **Second, the large conduits tend to be short. Students tend to transfer to the nearest campus of a given four-year segment.** A major factor in this tendency must be the desire to avoid the need to relocate. Particularly for the CSU system, transfer tends to be a local phenomenon. Display 4 shows that for a recent three year period 63 percent of students transferring from the California Community Colleges to one of the campuses of The California State University chose to transfer to a campus located within the student's community college district or within an adjacent community college district. Moreover, for eight of the twenty-one CSU campuses the fraction of such "local" transfers hovers near 80 percent. The picture is more dispersed for CCC-UC transfers (since there are only eight general campuses), but even here proximity plays a major role.

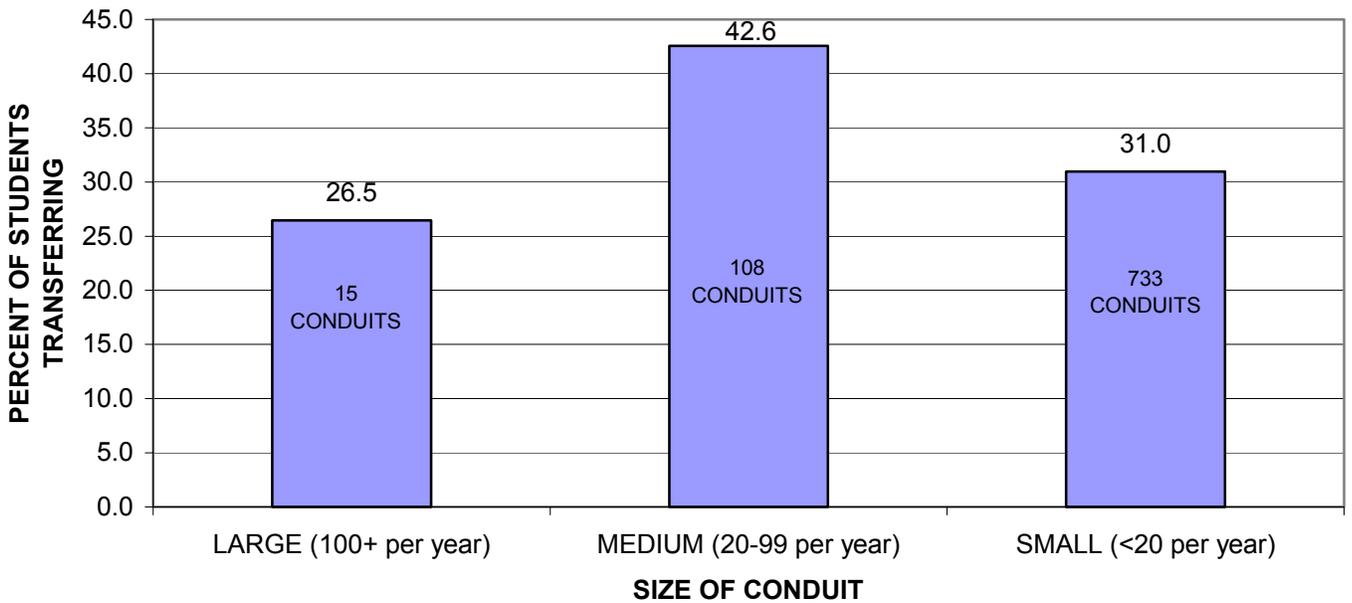
The explanation of this strong tendency must surely lie in a mix of economic, social, and physical factors. Relocation can entail the loss of employment and departure from family and friends, in addition to

the effort and expense of the move itself. Given all these factors, the pattern observed is easily understood, but the prevalence of this pattern does suggest a shift in programs of support.

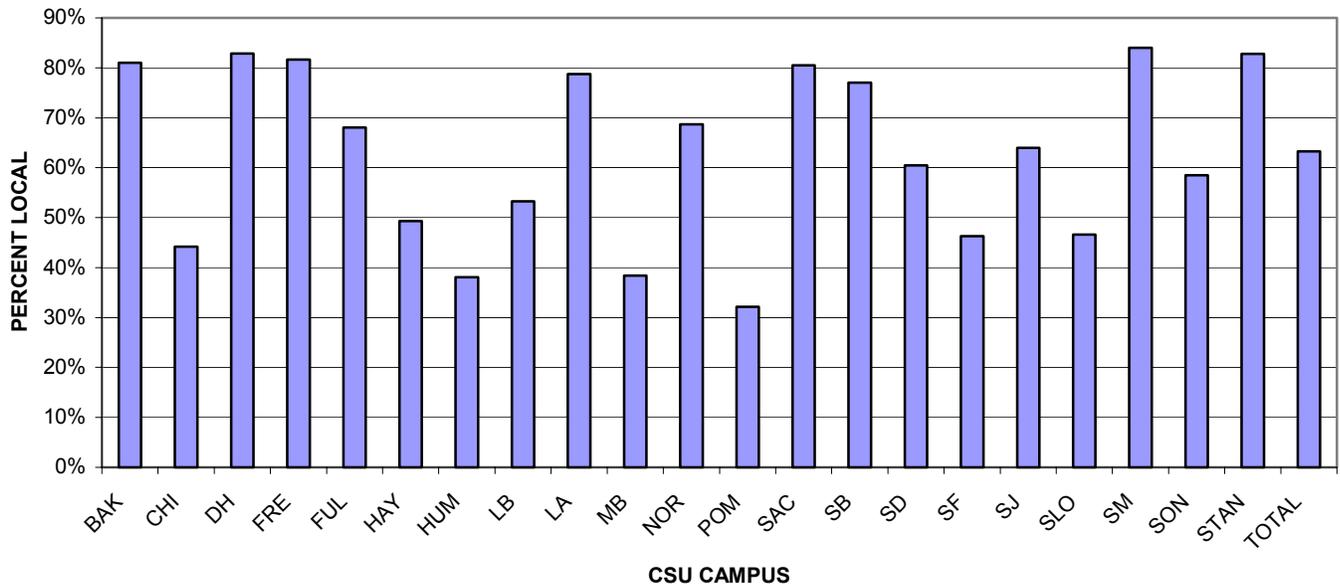
DISPLAY 2. THREE-YEAR AVERAGE TRANSFERS CC TO CSU (1997-98, 1998-99, 1999-00)



DISPLAY 3. THREE-YEAR AVERAGE TRANSFERS CC TO UC (1997-98, 1998-99, AND 1999-00)



DISPLAY 4.
PERCENT OF STUDENTS MAKING "LOCAL" TRANSFERS
(1997-98, 1998-99, 1999-00)



If the bulk of students retain the ability to commute from home after transfer, then the line of demarcation between their lower division and upper division experiences need not be a sharp one. The transition from community college to four-year college could be made more gradual by use of concurrent enrollment. It is well recognized by college recruiters that the strongest correlate of ultimate enrollment is visiting the campus in advance. First generation baccalaureate seekers may particularly benefit from programs that offer a chance to test the waters of the baccalaureate institution, to solve the inevitable problems of logistics, and to dispel the respect we all pay to the unknown. This is but one way to break down the compartmentalization of the lower and upper division experiences of a growing number of our undergraduates made practicable by the "local" character of transfer. And, if a cohort of community college students can expect to remain classmates after "local" transfer, the efficacy of such programs as the college-within-the-college concept for transfer bound students is enhanced.

3. **Third, within the general picture of stability and slow change in transfer numbers there are examples of significant shifts.** Examining an individual conduit for a span of ten years reveals changes that would be overlooked in a more aggregated, shorter-term view. Particularly among the medium conduits, some have grown, and others have shrunk. In general, the pattern for the individual conduits of medium size is about equal parts growth, decline, and stability. The

data themselves do not explain the causes of the observed growth and decline (and further analysis is needed to determine the reasons for changes in student choice). Further examination of such shifts may suggest things that can be done to stop shrinkage or sustain growth in particular conduits.

4. **Fourth, students transferring to AICCU institutions represent a significant and growing sector of the transfer enterprise.** As Display 5 shows, in the 1990s the number of students choosing to transfer from the California Community Colleges to an AICCU institution increased 23 percent. And in 1999 the number transferring to the independent colleges was comparable to the number choosing to transfer to a UC campus.

If the number of students transferring to the non-public universities is this large (even without the inclusion of the University of Phoenix), then any assessment of the health of the transfer function must necessarily include data on regionally accredited independent institutions operating in California. The numbers are too large to be ignored, and they may interact with public transfer numbers (i.e., the importance of proximity and program may override immediate cost considerations).

5. **Fifth, there is no evidence of greater ethnic diversity in students choosing to transfer from the California Community Colleges to CSU and UC than in the first-time freshmen for these same segments.** Transfer has long been regarded as a ready mechanism for enhancing ethnic diversity within California postsecondary education. However, analysis of the ethnicity of transfers to CSU and UC shows a smaller component of Latino, Black, and American Indian students here than among first-time freshmen (see Display 6). Further examination may show that students who manage to complete transfer graduate in large numbers, but the expectation that simply enhancing transfer will necessarily enhance ethnic diversity in California's four-year universities is by no means assured, and public policy should not be based on that assumption.

6. **Sixth, not all students who apply to transfer are admitted and not all of those who are admitted subsequently enroll.** Section 66742 of the Education Code (Appendix A) directs the three public segments of higher education to prepare annual statistical reports on transfer patterns. Specifically it calls for data from the senior segments on the three steps of the transfer process: starting with the number of students who applied to transfer, moving to the number admitted, and ending with the number enrolled. Transfer students apply for transfer to more than one campus. Not all students who apply to transfer to a campus are admitted, and not all who are admitted enroll there.

Display 5. CCC Transfer Students to Fifty-seven (57) AICCU Institutions, 1990 - 1999

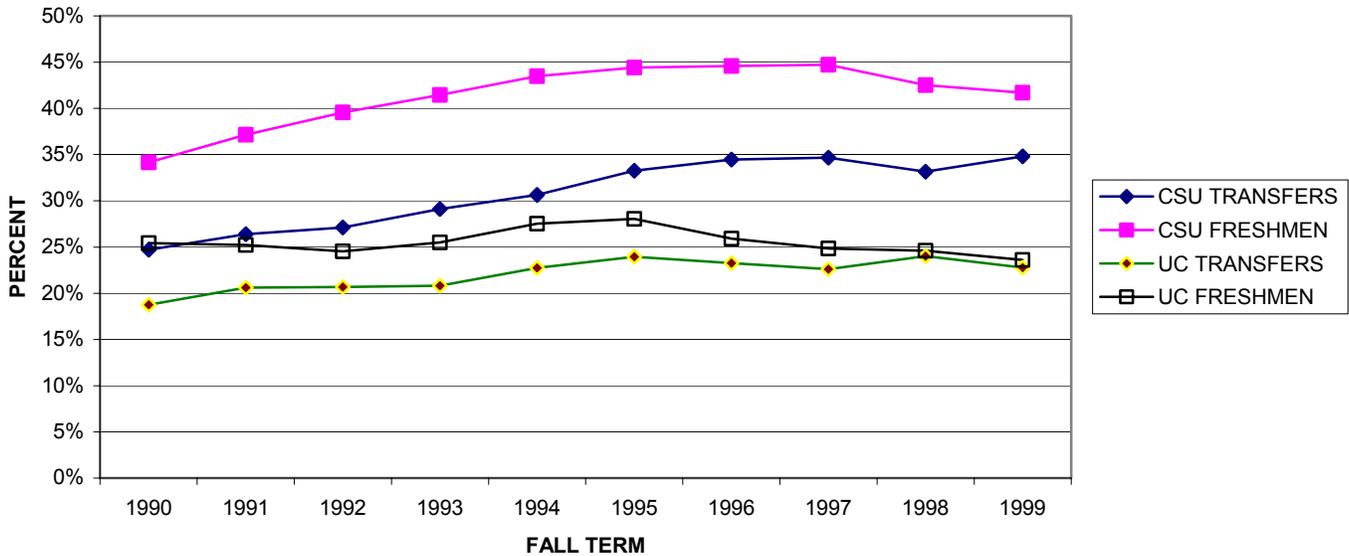
Name of the Institution	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	9-year change (%)
1 Art Center College of Design	86	86	81	65	74	63	41	60	97	86	0%
2 Azusa Pacific University	181	181	168	159	149	138	119	107	133	169	-7%
3 Biola University	53	54	44	77	82	97	80	54	89	78	47%
4 California Baptist University	45	45	84	77	71	65	60	63	137	79	76%
5 California College of Arts & Crafts	76	76	76	76	56	68	68	57	66	59	-22%
6 California Institute of the Arts	49	55	61	67	73	45	58	60	65	55	12%
7 California Institute of Technology	1	1	1	1	2	3	5	2	1	4	300%
8 California Lutheran University	99	114	83	160	132	120	40	110	102	153	55%
9 Chapman University	240	240	240	252	290	319	294	230	215	265	10%
10 Claremont McKenna College	2	9	8	11	18	7	4	3	9	7	250%
11 Cogswell Polytechnical College	25	26	27	28	19	22	50	47	38	46	84%
12 College of Notre Dame	76	69	101	104	120	70	121	109	127	114	50%
13 Concordia University	31	33	35	52	56	54	39	49	52	55	77%
14 Dominican University of California	68	77	114	117	89	102	81	89	88	131	93%
15 Fresno Pacific University	40	41	81	58	55	65	45	57	57	92	130%
16 Golden Gate University	89	112	350	152	150	150	132	114	84	98	10%
17 Harvey Mudd College	2	3	2	2	1	2	1	2	3	4	100%
18 Holy Names College	13	13	19	23	31	26	26	12	29	34	162%
19 Hope International University	19	19	19	19	19	19	17	57	55	37	95%
20 Humphreys College	31	76	76	75	74	74	73	30	38	98	216%
21 John F. Kennedy University	35	43	46	54	54	65	55	33	39	50	43%
22 La Sierra University	67	67	94	85	76	67	92	116	102	88	31%
23 Loma Linda University	70	78	274	350	252	195	140	225	249	197	181%
24 Loyola Marymount University	225	225	225	242	232	108	200	256	179	212	-6%
25 Marymount College	70	70	70	49	27	40	14	18	18	40	-43%
26 Master's College, The	61	61	61	61	60	61	29	48	67	67	10%
27 Menlo College	27	46	55	64	41	35	33	33	38	53	96%
28 Mills College	37	57	50	99	94	32	76	73	74	55	49%
29 Mount St. Mary's College	88	48	133	144	128	142	102	81	57	69	-22%
30 National University*	2408	2127	2360	2123	2342	2328	2803	3097	3149	3190	32%
31 Occidental College	19	19	7	43	28	29	24	25	36	36	89%
32 Otis College of Art & Design	73	73	73	73	73	73	68	62	104	78	7%
33 Patten College	12	12	8	18	34	62	27	25	23	23	92%
34 Pepperdine University	108	102	81	86	125	116	97	85	68	69	-36%
35 Pitzer College	13	12	11	6	6	1	4	9	7	4	-69%
36 Point Loma Nazarene University	201	252	333	264	222	253	206	190	224	196	-2%
37 Pomona College	3	3	3	5	6	5	4	5	3	1	-67%
38 Saint Mary's College of California	132	123	130	141	140	92	119	92	113	136	3%
39 Samuel Merritt College	26	27	28	128	36	96	62	27	18	18	-31%
40 San Francisco Art Institute	52	52	65	55	62	57	50	42	35	79	52%
41 San Francisco Conservatory of Music	8	8	8	8	8	2	2	1	3	3	-63%
42 Santa Clara University	109	109	163	181	154	141	127	113	101	98	-10%
43 Scripps College	11	9	2	11	10	2	5	4	9	2	-82%
44 Simpson College	42	37	37	31	33	77	46	38	38	38	-10%
45 Stanford University	11	15	18	29	25	20	26	13	11	5	-55%
46 United States International University	36	9	13	19	22	35	31	8	23	23	-36%
47 University of La Verne	69	69	69	83	81	106	116	81	81	107	55%
48 University of Redlands	33	39	59	59	60	78	76	65	49	72	118%
49 University of San Diego	156	156	123	164	172	172	138	141	125	162	4%
50 University of San Francisco	154	154	184	533	434	200	305	334	171	296	92%
51 University of Southern California	845	877	845	1009	860	845	845	858	872	845	0%
52 University of the Pacific	226	271	367	330	194	175	138	171	168	158	-30%
53 University of West Los Angeles	22	22	11	15	18	18	11	19	11	11	-50%
54 Vanguard Univ. of Southern California	59	25	50	78	81	78	74	58	83	75	27%
55 Westmont College	53	44	70	62	40	53	46	47	54	39	-26%
56 Whittier College	16	18	12	51	42	70	62	49	75	44	175%
57 Woodbury University	84	85	80	87	73	89	67	96	118	139	65%
Grand Total	6887	6773	7888	8413	7906	7526	7673	7950	8080	8442	23%

Please note: While AICCU had 65 institutions that enrolled undergraduate in 1999, four institutions (Art Institute of Southern California, Charles R. Drew University of Medicine & Science, New College of California, University of Judaism) were not members during the entire period from 1990-1999; three institutions (American Academy of Dramatic Arts West, Pacific Oaks College, Pacific Union College) did not provide data for all of the years indicated, and one institution (Thomas Aquinas College) does not accept transfer credits.

Sources: CPEC's annual fall survey "Source of CCC Transfer Students." AICCU's Fall Admissions Survey, 1990 to 1999.

Data are imputed for missing years.*For National University, data reflects full-year data.

DISPLAY 6
TRENDS IN HISTORICALLY UNDERREPRESENTED COMPONENTS
OF TRANSFER AND FIRST-TIME FRESHMEN COHORTS
(CSU, AND UC)



Display 7 shows recent data for the UC system and illustrates this phenomenon. UC-Berkeley admits few of those who apply to transfer, but most of those admitted enroll. UC-Riverside admits most of those who apply to transfer, but few of those admitted enroll. Unduplicated data for the system show that slightly more than half of the transfer applicants subsequently enroll at one of the eight UC campuses. Because students apply to more than one campus (2.1 on average) the data do not tell us how many students are denied admission to any of the eight campuses. The data don't tell us what becomes of the no-shows. This information is critical to the evaluation of the transfer process.

Summary and public policy questions

To most effectively promote the state goal of increasing the number of students choosing to transfer to the public universities, we must understand the causes of losses in the CC/4-yr pipeline. These ten years of data provide a baseline for future evaluation and identify where the numbers have grown and declined. The overwhelming importance of proximity should be recognized and given appropriate weight in the allocation of resources and in the design of interventions to enhance transfer. The instances of notable growth and decline in individual conduits should be studied for lessons that may apply elsewhere. The sheer size and the recent growth of transfer to independent institutions dictates their inclusion in any serious consideration of the transfer function and illustrates the need to assess the impact on transfer of other degree-granting institutions

Display 7.

1998-99 UNIVERSITY OF CALIFORNIA APPLICATIONS, ADMISSIONS, AND ENROLLMENTS			
	APPLIED	ADMITTED	ENROLLED
UCB	6319	2036	1376
UCD	4474	2842	1330
UCI	4170	2467	781
UCLA	8488	3285	2052
UCR	2927	2431	663
UCSD	4680	2569	949
UCSB	5330	3550	1221
UCSC	3451	2401	767
SYSTEM (UNDUPLICATED)	17758	12739	9139
	ADS/APS	ENRLMNTS/ADS	ENRLMNTS/APS
UCB	0.322	0.676	0.218
UCD	0.635	0.468	0.297
UCI	0.592	0.317	0.187
UCLA	0.387	0.625	0.242
UCR	0.831	0.273	0.227
UCSD	0.549	0.369	0.203
UCSB	0.666	0.344	0.229
UCSC	0.696	0.319	0.222
SYSTEM (UNDUPLICATED)	0.717	0.717	0.515

operating within the state. Transfer does not appear to provide a guarantee of ethnic diversity to the public four-year institutions. If it is to serve this function, more will have to be done to support first-generation college-goers. The factors impacting the process of transfer from a community college to a four-year institution will be better understood if the comprehensive data requested by Education Code 66742 are gathered and evaluated.

This analysis raises a number of public policy questions to be discussed.

1. Given the concentration of students transferring in the major conduits, are the resources allocated by the state for the improvement of transfer being directed to high priority targets?
2. Does the predominance of “local” transfer suggest the need for and practicability of a special set of local provisions and programs to ease the transition from community college to the university?
3. Do the examples of growth and decline observed in the past ten years provide lessons that can be exported and applied to other locales?

4. How can the state better integrate the independent colleges and universities into the planning and evaluation of the transfer process?
5. If transfers are to play a greater role in increasing the ethnic diversity of the student body in our public four-year segments, what provisions for historically underrepresented groups need to be added to those already in place?
6. What is needed to clarify the picture of applications, admissions, and enrollments at the CCC/four-year nexus and to gain this critical feedback on the transfer process?

The analysis of other significant issues related to transfer such as campus capacity limitations, preparation for particular majors, program impaction, enrollment management practices, and selectivity will benefit from the further review of the data already compiled and the information specified in Education Code Section 66742. Commission staff intends to evaluate these issues in conjunction with the Intersegmental Coordinating Council during early 2003.

Appendix A Education Code Section 66742

Education Code Section 66742. Annual statistical reports on transfer patterns.

The governing boards of the three public segments of higher education shall present annual statistical reports on transfer patterns via the California Postsecondary Education Commission to the Governor and Legislature. The reports shall include recent statistics on student enrollments by campus, segment, gender, ethnicity, and the ratio of upper division to lower division, including information on both freshman and transfer student access to the system. These reports should include, to the extent that data are available or become available, data on application, admission and enrollment information for all students by sex, ethnicity, and campus. For transfer students, this data shall indicate the segment of origin for all students. In addition, data shall be separately identified for transfer students from California Community Colleges, and shall identify the subset of applications which are completed together with admission, enrollment, and declared major information for that group. The reports shall describe the number of transfer agreements, if any, whose terms and conditions were not satisfied by either the California State University or the University of California, the number of California Community College transfer students denied either admission to the student's first choice of a particular campus of the California State University or the University of California or the student's first choice of a major field of study, and, among those students, the number of students who, upon denial of either of the student's first choices, immediately enrolled at another campus of the California State University or the University of California. The reports shall also include information by sex and ethnicity on retention and degree completion for transfer students as well as for native students, and the number and percentage of baccalaureate degree recipients who transferred from a community college.

(Added by Stats.1991, c. 1188 (S.B.121), § 5.)
