# STUDENT TRANSFER IN CALIFORNIA POSTSECONDARY EDUCATION

## CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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COMMISSION REPORT 02-3

# Summary

This report provides background information on student transfer in California postsecondary education. As a guide or primer on student transfer, it discusses the important role that the transfer of community college students to the State's public and independent baccalaureate-degree granting institution plays in California's postsecondary education enterprise. The report discusses the many intricacies of the transfer function, describes many transfer-focused initiatives, and discusses the extent to which transfer in California postsecondary education succeeds. A glossary of terms commonly used in discussions of student transfer is provided at the end of this paper, along with a listing of Commission reports on transfer and summaries of the major findings from those reports .

In addition to addressing the Commission's reporting requirements in Senate Bill 121 (Hart, Chapter 1188, Statutes of 1991), the impetus for this report is concern that over the past dozen years the number of successful community college transfers has remained fairly static. However, over this time the State of California has invested significant resources to upgrade existing transfer services and create new programs designed to improve the progress of community college transfers. The report notes that there has been mixed progress on improving transfer but many bottlenecks remain. The report urges that additional research be done on the transfer function and suggests activities that should be undertaken as part of this effort.

In addition to this report, Commission staff presented a short overview of transfer in California to the Commission and moderated a panel discussion on transfer featuring the directors of intersegmental transfer programs. The panel made oral presentations and, along with Commission staff, engaged in discussion on this subject with the Commissioners.

This report was presented to the Commission at its December __, 2001 meeting. Additional copies of this report may be obtained from the Commission at 1303 'J' Street, Suite 500, Sacramento, California 95814-2938. This report is available on the Internet; please visit the Commission's homepage -- www.cpec.ca.gov <http://www.cpec.ca.gov> -- for further information. Questions about the substance of the report may be directed to Zo Ann Laurente or Kevin Woolfork of the Commission. Ms. Laurente can be reached at (916) 323-0952 (voice) or by electronic mail at zlaurente@cpec.ca.gov <mailto:zlaurente@cpec.ca.gov>. Mr. Woolfork can be reached at (916) 322-8007 (voice) or by electronic mail at kwoolfork@cpec.ca.gov <mailto:kwoolfork@cpec.ca.gov>.

# Student Transfer in California Postsecondary Education

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
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# Student Transfer in California Postsecondary Education

**Report contents**

This paper provides background and summary information on the topic of undergraduate student transfer in California's postsecondary education systems. As a guide or primer on student transfer, the main body of the report discusses the important role transfer plays in California's postsecondary education system, and discusses the many intricacies of the transfer function. The focus of this paper is on those students attending California's community colleges who seek to transfer to the State's public and independent baccalaureate-degree granting postsecondary education systems. (Students who transfer among and between campuses of the California State University and the University of California that are not discussed). A glossary of terms commonly used in discussions of student transfer is provided at the end of this paper (Appendix A) and precedes a listing of Commission reports on transfer and summaries of the major findings from those reports (Appendix B).

**Background**

The successful progression of students from the lower-division level to completion of the baccalaureate and on to advanced degree programs is a basic tenet of California higher education and, thus, is critical to the future of California. This underscores the importance that has been attributed to the transfer function of the community colleges since adoption of the California Master Plan for Higher Education in 1960.

The transfer process offers California students an effective and affordable avenue to continue their education beyond the first two years of college. Having the State's 108 California Community Colleges provide lower division education and then having its several dozen baccalaureate degree-granting institutions accept the preparation of these students to then transfer to a university allows the State to meet the societal demand for access to an education beyond high school in a cost-effective manner.

The community college transfer route to a baccalaureate degree also affords increased educational opportunities to groups of Californians who either do not initially qualify for, or choose not to attend, the State's public and independent universities. Community colleges serve many students who are not in the traditional college age-range and many who enroll attend part-time rather than the more standard full-time.

Many community college students come from historically low-college-going backgrounds or have personal histories lacking academic success. As has been documented by their success rate, the traits that many of these students have in common are the desire and ability to succeed in

college through its highest levels. As the State has become more diverse, greater numbers of students from low-college-going communities have sought entry to higher education at the doors of our State's community colleges. For these and other reasons, transfer is an important avenue of success for many California college students.

**Recent focus on student transfer**

Senate Bill 121, authored by then-Senator Gary Hart (Chapter 1188, Statutes of 1991) codified recommendations developed by the Legislature's Joint Committee on Review of the Master Plan in its 1988 report regarding desirable improvements in the operation of the transfer function. While not mandating transfer as the single most important function of the public higher education systems, SB 121 emphasizes that a viable and effective student transfer system is one of the fundamental underpinnings of public postsecondary education in California.

For each of the past dozen years, fewer than 60,000 community college students have transferred annually to a campus of the California State University (CSU) or the University of California (UC). In the 1988-89 academic year, 53,548 community college students transferred to a CSU or UC campus; this number increased to 59,115 in the 2000-01 academic year. The high point of public-sector transfer was in the 1995-96 academic year when 59,574 community college students transferred to a CSU or UC.

In addition, 6,000 – 8,000 community college students transfer annually to one of the State's independent (AICCU) institutions, and uncounted thousands of others transfer to out-of-state higher education institutions. Transfer information for the State's independent institutions has historically been reported inconsistently, however during the summer of 2001 the Commission worked with the AICCU to acquire and validate transfer data for the past 10 years (Fall 1990 to Fall 1999), with data for a stable set of more than 50 AICCU institutions reported for each. Appendix C contains a detailed table highlighting AICCU transfers for each of 57 independent institutions from 1990 to 1999.

Over the past 16 years, the State of California has invested significant resources in both upgrades of existing services and creation of new programs designed to improve the ability of students enrolled in the California Community Colleges to transfer into the State's public and independent baccalaureate-degree granting institutions. Despite these ongoing efforts, the numbers of community college students who successfully transfer remains at essentially the same level as in 1989. During this time, overall community college funded enrollment (FTE) has grown by nearly a quarter-million students and the numbers of students expressing the goal of transfer has also increased.

**What is a transfer student . . .**

Transfer is the process by which college students who are enrolled at one California postsecondary education institution seek to continue their education at another California college or university. These college students

also seek to gain credit at their new institution for academic coursework they completed at their original institution, or other prior institutions they have attended. The process of establishing the worth of this prior college coursework for the student's use in transferring to another institution is generally referred to as "articulation."

Nearly all transfer and articulation efforts in California focus at the systemwide level on students transferring *from* the California Community Colleges system *to* the California State University, the University of California, and sometimes the State's independent (non-public) institutions in the State. Some transfers occur between individual community colleges and CSU and UC campuses but this is not as well documented at the local level nor has it been the focus of policy intervention by either the post-secondary systems or the State.

***…at the California State University?***

For the California State University (CSU), any student who has completed college units after the summer immediately following graduation from high school is considered a transfer student. "Lower Division" transfer students at the State University are those students who have completed 55 or fewer transferable semester college units (83 or fewer quarter units). "Upper Division" transfer students are students who have completed 56 or more transferable semester college units (84 or more quarter units). The State University provides admission priority to all eligible community college upper division transfer students as is required by State statute.

The requirements for *lower*-division transfer students to be admitted to the State University include:

- A college grade point average of 2.00 or better in all transferable college units completed.
- Be in good standing at the last college or university attended, academically, administratively.
- Meet the admission requirements for a first-time freshman or have successfully completed necessary courses to make up the deficiencies they had in high school if they did not complete the 15-unit pattern of college preparatory subjects.
- Meet the CSU "eligibility index" (ratio of GPA to ACT/SAT test scores) required of a freshman.

The requirements for *upper*-division transfer students to be admitted to the State University include:

- A college grade point average of 2.00 or better (2.40 for California nonresidents) in all transferable college units completed.

- Be in good standing at the last college or university attended, academically, administratively, etc.

- Have completed or will complete prior to transfer at least 30 semester units (45 quarter units) or courses equivalent to general education requirements with a grade of *C* or better. The 30 units must include all of the general education requirements in communication in the English language (English composition, oral communication, and critical thinking) and at least one course of at least 3 semester units (4 quarter units) required in college-level mathematics.

Some CSU campuses have "impacted" programs – these are major programs for which more applications are received in the initial filing period from CSU eligible applicants than can be accommodated by the campus. Many CSU campuses have impacted majors and apply additional admission criteria for prospective transfer students. Several programs may be impacted at one or more, but not all, CSU campuses offering the program.

***…at the University of California?***

The University of California (UC) uses a systemwide definition of a transfer student to allow individual campuses to determine who is a bona fide community college student for purposes of admissions priority. The University gives first priority to entering community college transfer students (over native matriculating students) in course selection.

*The University of California's* Final Universitywide Definition of a California Community College Student for Admissions' Review Purposes *reads as follows:*

*A California community college student applying for admission to the University of California in advanced standing will be given priority admission over all other applicants if:*

1. *The student was enrolled at one or more California community colleges for at least two terms (excluding summer sessions);*

2. *The last college the student attended before admission to a UC campus was a California community college (excluding summer sessions); and*

3. *The student has completed at least 30 semester (45 quarter) UC transferable units at one or more California community colleges.*

***…at Independent Institutions?***

Nearly all of California's regionally accredited independent colleges and universities belong to a voluntary organization called the Association of Independent California Colleges and Universities – the AICCU. While transfer requirements at the independents vary by institution, the AICCU

publishes a *Transfer Handbook* each year to assist prospective community college transfer students. This document presents a variety of transfer information for AICCU member institutions, including: enrollment statistics, deadlines and deliverables, admissions requirements, and other information specific to transfer students.

Transfer students, who are described above, should not to be confused with first-time college students who are admitted to colleges and universities with advanced standing. These are generally students enrolled directly out of high school who are awarded college credit for coursework taken while in high school. High school programs that can lead to advanced standing status include: advanced placement courses, honors courses, and summer session collegiate courses.

**The transfer process**

The transfer process can be complex for community college students and it varies by education system. There are many different ways for students to transfer into a baccalaureate degree-granting institution. Below we present the general sequence of events and process that community college students follow in order to successfully transfer.

*Campus path*

Students first select the community college ("sending" institution) they wish to attend, often incorporating factors related to their eventual transfer into this decision. The student then may decide upon a baccalaureate degree granting ("receiving") institution and program of study, become knowledgeable about the many different requirements for transfers at that institution, and plan a course of study accordingly. Even knowing which receiving institution and academic program a student wishes to attend is not enough to ensure a successful transfer. Community college students need to research the specific requirements of their intended major and campus and the community college courses that are approved to meet these requirements. Prospective transfer students should seek guidance counseling and advice early in their educational career in order to carefully and successfully plan their transfer coursework.

*Coursework*

Community college students may increase their chances for admission and success after transferring if they develop and follow a pre-transfer plan of course work. The courses students take at community colleges, at a minimum, should help them meet the general education requirements for transfers to the receiving institution they plan on attending. In addition, students are advised to select community college courses that partially or completely fulfill a variety of other requirements of their prospective receiving institution. Knowing the requirements, and planning accordingly, maximizes students' chances for admission to their first-choice campus and program. Meeting transfer requirements in advance also gives students more freedom when selecting courses once they enroll in the receiving institution and increases their chances to complete their undergraduate education within four years.

*Competitive-grade-point average*

The most important part of the transfer process is for the community college student to successfully complete the course of study at the college and then apply for transfer to the institution and/or major of their choice. Often just as important as course completion is a student's grade-point average (GPA) in transferable courses. While community college students are generally eligible to transfer with a minimum GPA of 2.0 to 2.4, most competitive majors actually require a much higher GPA for admission. For example, in transfer information provided on its website, the University of California reports that in 1999 the average GPA of all transfer students admitted to the University was 3.3.

To expand on this point, the matrix on the next page shows the recommended average grade point averages for community college transfer students planning to enroll in selected academic programs of study at all 8 UC general campuses for Fall 2001. It also describes the availability of those programs (that is, whether they are accepting new enrollments) and information specific to each UC campus on various aspects of the transferability of prior coursework.

As this information shows, successful community college transfers into the University of California system have very high GPAs. They also must abide by fairly strict procedures on applications, course transferability, and other processes that not only differ by campus, but are also unique to specific departments within an individual UC campus. This information represents a single snapshot in time, but is generally reflective of the highly selective nature of the process of admitting and enrolling transfer students into the University of California system.

Evidence shows that the higher the GPA of the transfer student, the greater the likelihood that they will be accepted into their program of choice. This is particularly evident for those transfer students who have been admitted into highly competitive programs. The picture is not as clear for those transfer students with GPAs high enough to fully eligible for transfer, though not as high as shown on the matrix. For these prospective transfer students, actual opportunities to transfer are more limited than is generally understood. This matrix, coupled with anecdotal information from those involved in the process, expands the view into the highly complex and competitive road that transfer students must navigate. At the same time, it may provide a map for policy makers of areas of potential roadblocks and bottlenecks in need of focused intervention.

*Timelines*

Receiving institutions have varying timelines for admission, and some impacted or highly competitive majors have even more stringent timelines. Prospective transfer students should plan their applications with both community college and receiving institution counselors well in advance of their anticipated transfer.

# UC Transfer Advisement Tool for Counselors

| Campus[1] | Transfer GPAs[2] | Impacted / Selected or Highly Competitive Majors[3] | Exceptions with Use of IGETC[4] | Allow units to be completed during summer before fall transfer? | Accepting applications for Winter 2002 / Spring 2002 | General Information |
|---|---|---|---|---|---|---|
| **Berkeley** | Middle 50% of admits are 3.5 - 3.9[5] | • All majors in L & S are competitive<br>• Engineering (All Majors)<br>• Business -- 3.3 min.<br>• Architecture<br>• Biological Science | • Architecture (College of Environmental Design)<br>• Engineering<br>• Business<br>• College of Chemistry<br>• Natural Resources | NO, except for:<br>• College of Natural Resources | NO winter session. Accept Fall applications ONLY. Deferment to SPRING possible | • High GPA<br>• Complete GE<br>• Complete pre-major<br>• 60 units required |
| **Davis** | 2.8 | • Division of Biological Science (All Majors)<br>• Engineering (All Majors)<br>• Computer Science<br>• Psychology<br>• International Relations • Exercize Science<br>• Fermentation Science<br>• Viticulture & Enology | • Biological Science<br>• Engineering<br>• Majors that have high lower division requirement | NO, for courses to meet minimum eligibility or for impacted majors.<br>YES, for IGETC and units | NO. Done by appeal directly to campus only | • TAA offers guarantee<br>• Consult ASSIST for articulation in major prep. |
| **Irvine** | 2.4 | • Biological Sciences 3.0<br>• Economics<br>• Chemistry 2.8<br>• Engineering (All) 3.2<br>• Info. & Computer Science<br>• Math • Physics<br>• Applied Ecology 2.8 | NONE | NO, for courses to meet minimum eligibility or for impacted majors.<br>YES, for IGETC and units | Not Dance or I.C.S. Music / Drama Winter 2002 YES Spring 2002 NO | • Complete English and Math early<br>• Plan for a Fall transfer if possible.<br>• Maintain a high GPA<br>• Apply for PAIF |
| **Los Angeles** | 3.2 | • Economics<br>• Economics/Business<br>• Communication<br>• Engineering (All Majors)<br>• MPTV<br>• Biology<br>• World Arts and Cultures | • Engineering | YES, except unlikely for Math and English or major course work | YES, Winter 2002 only, but limited. Not all majors open (i.e. Schools of the Arts, Film, & Engineering, and Communication majors) | • Complete English and Math at application time<br>• Do major requirements for ALL majors |
| **Riverside** | 2.4 | • Bus. Administration 2.5<br>• Engineering<br>• Biological Sciences 2.7<br>• Biochem. & Chemistry 2.7<br>• All Majors in the College of Natural Agricultural Sciences[6] 2.7 | • College of Natural & Agricultural Science<br>• College of Engineering | YES | Winter and Spring 2002 YES, except engineering majors , Chem, Biochem, Bio Sciences (closed for Spring 2002) | • Major prep. highly recommended for Business Admin., Engineering (all majors), Bio, Biochem, Chem |
| **Santa Barbara** | 2.7 | • Engineering (All Majors)<br>• Computer Science<br>• College of Creative Studies<br>• Biological Sciences | • Engineering (accepts IGETC, but completion of major preparation first is critical)<br>• Former UC matric can't use IGETC | NO, for courses to meet minimum eligibility or for impacted majors. Priority given when requirements are done by Spring.<br>YES, for IGETC and units | Winter 2002 YES, 60 or more units required. Spring 2002 NO | • English & Math should be completed or in process at time of application<br>• For Winter admission, must be complete in Summer |
| **Santa Cruz** | 2.4 and up | • Psychology<br>• Environmental Studies<br>• Art<br>Minors:<br>• Creative Writing<br>• Production | • Not recommended for majors with extensive lower division preparation | NO, for courses to meet minimum eligibility or for impacted majors.<br>YES for IGETC; 7 units max. | Winter 2002 YES Spring 2002 NO | • Will accept Scholars Program guarantee<br>• Will not accept students with 90+ semester units if combined 4yr/2yr schools |
| **San Diego** | 2.8 | • Biological Science<br>• Engineering, but not screened at time of application | • Roosevelt & Revelle College | NO | NO, unless a TAG student | • Complete min. UC Admissions requirement by Spring<br>• TAG offers guarantee |

1. Most UC campuses do not accept lower division transfer students; Most UC campuses consider Fall Term grades in making admission decisions.
2. These are recommended GPA levels for UC Colleges of Letters & Sciences, based on Fall '01 data; this information does not apply to all majors.
3. These programs require significant major preparation coursework and a higher GPA.
4. Most UC campuses do not recommend for students to follow IGETC who are planning to major in fields with significant lower division coursework. Please refer to IGETC Advisement for UC-Bound Transfers for more information.
5. Students with "extenuating circumstances" will be considered with lower GPA. "Extenuating circumstances" can be low income, first generation in college, or re-entry.
6. All majors in this college require the completion of 3 core sequences. C.S. and CSM: Engineering are screening.

***Source:*** Dan Nannini, Transfer Center Coordinator, Santa Monica College.

**Commission research and findings on transfer**

The California Postsecondary Education Commission (CPEC) is California's statewide planning and coordinating board for postsecondary education and, as such, has done much research into the transfer function. The Commission's charge is to serve as the State's postsecondary education planning and coordinating agency and as advisor to the Governor and Legislature. CPEC's mission is to assure the effective utilization of public postsecondary resources, thereby eliminating waste and unnecessary duplication and to promote diversity, innovation, and responsiveness to student and societal needs through planning and coordination (Education Code Section 69000).

The Commission has a long history of involvement with the issue of student transfer. Reports on transfer date back to 1965, when the Commission's predecessor, the Coordinating Council for Higher Education issued a report entitled *Enrollment Restrictions and the Redirection, Diversion, and Transfer of Students* (CCHE, 1965). Since this time, the Commission has issued numerous publications on the topic of transfer and has made many policy recommendations to the Governor and Legislature. In addition, the Commission has occasionally been called upon to evaluate the success of specific transfer initiatives. A listing of Commission publications on student transfer, along with key findings from these reports, is appended to this document.

*Bottlenecks in transfer flow*

A theme that consistently runs through the Postsecondary Education Commission's various analyses of the transfer function is the need for improved information on student flow – how students progress both within and between our State's higher education systems. Despite much work on the part of the systems, and much improvement in intersegmental coordination of transfer efforts, the development and exchange of this information remains a weakness. The Commission notes that faculty and staff in both the 2- and 4-year institutions continue to struggle to develop consistent assumptions of student competencies, and students suffer from a lack of clarity and consistency in what is expected of them as they navigate the transfer process.

*Progress has been mixed*

The last major Commission report on transfer *Progress Report on the Community College Transfer Function* (CPEC 96-4, June 1996) noted a mixed bag of results on the health of the transfer function. Staff collected and analyzed objective information and qualitative information and produced several general findings. The report notes that the transfer function involves several complementary components – from systemwide programs and services to personal, inter-institutional relationships. This diversity of roles and responsibilities argues against relying on any one single measure of transfer effectiveness. Three case studies of actual campus practices and perceptions regarding student transfer were a major part of this report.

The report noted that the transfer function survived the State's long economic recession and concomitant budget cuts of the early and mid 1990s,

but at some cost. It also concluded that the public higher education systems had made progress developing articulation agreements for academic courses of study. However, the pace at which these agreements have been developed was generally disappointing. Two key recommendations from the report were:

- Increased intersegmental sharing of intellectual and physical resources to facilitate student progress in achieving educational objectives, and reducing administrative hurdles and lower fees in order to facilitate cross enrollment.

- Improvements in the development and updates of course and program articulation and better communication of curricular changes between and among campuses and systems.

*One-on-one works best*

Finally, the Commission concluded that while policies, programs and services were all important components, transfer relies most significantly on person-to-person interactions.

**Accommodating future enrollment growth**

California is in the beginning stages of a new wave of postsecondary enrollment growth, as greater numbers of elementary school, junior high school, and high school students prepare themselves for the academic rigor of a college education. According to the Commission's 2000 enrollment projections, the community colleges are expected to enroll 528,000 additional students between 2000 and 2010. The State's ability to accommodate the full tidal wave of 714,000 California students depends heavily on the community colleges' success at enrolling, educating and transferring those students who seek a bachelor's or higher degree.

These burgeoning enrollments will tax California's ability to provide the high level of access to a college education promised in the State's Master Plan. The State is presently pursuing many strategies to accommodate these enrollments – funding year-round education, investing in technology, encouraging the joint use of facilities, etc. – having recognized that there are not sufficient resources available for California to "build" its way out of this challenge.

Improving the efficiencies of our present education structures and processes, such as transfer, is the most cost-effective strategy the State can employ to provide the necessary space for the anticipated enrollment increases. Better enabling greater numbers of college students to undertake and complete their lower-division and major-preparation coursework at a California Community College, relieves enrollment pressures on the more costly CSU and UC systems to accommodate these students. The cost savings alone of large numbers of students completing two years of community college education, and then completing their upper division coursework at a university, warrants increased attention to the State's underachieving transfer process.

**Recent legislation on student transfer**

As noted earlier, Senate Bill 121, authored by then-Senator Gary Hart implemented recommendations of the 1988 report of the Legislature's Joint Committee on Review of the Master Plan regarding desirable improvements in the operation of the transfer function in California public higher education. Among its major provisions, the legislation:

- Calls upon the California Community Colleges, the California State University, and the University of California to develop a common core of general education courses to enhance transfer prospects from the community colleges to the universities;

- Requires that the governing boards of the three public systems develop and implement formal systemwide articulation and transfer agreement programs, and it directs campuses in both university systems to sign articulation agreements with community colleges for each of their undergraduate programs that have lower-division prerequisites, and community colleges to sign discipline-specific transfer agreements with as many university campuses and majors as possible;

- Mandates that the Board of Governors of the California Community Colleges, community college districts, and individual community colleges provide sufficient services (transfer centers, special counseling, program and administrative coordination, etc.) in order to "affirmatively seek out, counsel, advise, and monitor the progress of potential and identified community college transfer students;"

- Requires that the State University maintain a ratio of 60 percent upper-division students to 40 percent lower-division students, and it requests that the University of California meet this enrollment target by the 1995-96 academic year;

This statute does not mandate transfer as the single most important function of the public higher education systems. Indeed, the Commission notes that the community colleges have other, equally important missions of local economic development and vocational education. However, the statutory changes adopted by the Legislature in SB 121 emphasize, to quote, that: (1) “A viable and effective student transfer system is one of the fundamental underpinnings of public postsecondary education in California”; (2) “It is a community college’s primary role to prepare students for upper division access to the California State University and the University of California”; and (3) community college students transferring to the universities should receive “high priority for admission,” and have “high priority access to majors of choice.”

**Does transfer work?**

The State has spent hundreds of millions of dollars in both in-direct subsidies and direct programs and services in the higher education system on efforts designed to improve student transfer over the past two decades. However, the results – as measured by actual numbers of community college students transferring – have proven to be disappointing. Gains in

"transfer-enrolled" students of the late 1980s were lost to declines by the mid-1990s. Both the CSU and UC experienced multi-year drops in the numbers of transfer students enrolling in their respective systems. While preliminary 2000-01 data indicate that transfers are up slightly for the CSU and UC, there is no evidence that this gain is systemic or the beginning of a trend. Further, each of the public systems has experienced significant enrollment growth since the late 1980s.

*Uneven Progress*

The transfer process is a complicated one, thus, there are too many causal factors involved in successful student transfer to rely solely on overall enrollment growth as the yardstick of measure. However, no reasons surface to explain why total public sector higher education headcount enrollment has increased from 1.8 million students in 1989 to 2.4 million (33 percent) by 2000, while there has been a fraction of a percent increase in the overall numbers of community college students successfully transferring during that time.

For the most recent 6 academic years for which data are available, the numbers of community college students enrolling as transfers in the CSU, UC and independent institutions are shown below:

| Year | CSU | UC | UC/CSU Totals | Independents (fall term only) |
|---|---|---|---|---|
| 1995-96 | 48,688 | 10,886 | 59,574 | 7,526 |
| 1996-97 | 48,349 | 10,492 | 58,841 | 7,673 |
| 1997-98 | 45,546 | 10,210 | 55,756 | 7,950 |
| 1998-99 | 44,989 | 10,161 | 55,150 | 8,080 |
| 1999-00 | 47,706 | 10,827 | 55,533 | 8,442 |
| 2000-01 | 47,900 | 11,215 | 59,115 | |

As the numbers above show, progress on student transfer has been uneven, at best and totally absent at worst with regard to transfer to the UC and CSU. Of great concern is that declines in transfer to UC and CSU campuses do not appear to be impacted by the advent of the many new State-funded transfer initiatives and policies that have been created over that time. There has been steady improvement in transfers to the State's independent institutions as those institutions work more closely with the community colleges and prospective transfer students.

Interestingly, for all of the concern expressed about the failings of the current transfer process, very little research has been done on the potential that, given the complexity and diversity of students, there might be some effectively maximum levels of transfer the State can reasonably expect. It is possible that, absent substantial changes in segmental mission and State law, the numbers of students transferring annually could be av-

eraging some natural, operational ceiling, although one that is lower than policymakers envision. While it is clear that adjustments should be made to the current process to better facilitate community college transfer, the extent to which any such changes will yield increased numbers of successful transfers has yet to be determined.

*Transfer-focused programs*

Concern about the health of the transfer function has led to the creation of many specialized, focused programs designed to facilitate some aspect of transfer. Since the mid-1980's several intersegmental and community college-specific initiatives have been established by the Governor and Legislature to improve the transfer process. Among these initiatives are:

*Disabled Students Programs and Services (DSPS, 1980s) and Extended Opportunity Programs and Services (EOPS, 1980s):* These two multi-purpose programs provide community college students with special challenges and disadvantages the additional services needed to enable their success. The goals of these programs include facilitating student transfer when that is a goal of the student in the program.

*The Articulation System Stimulating Interinstitutional Transfer Project (Project ASSIST, 1985)* ASSIST is a computerized articulation and transfer planning system for the public sector jointly supported by each of the three public higher education systems.

*The California Articulation Numbering (CAN, 1985).* The CAN system assigns common numbers to courses that are deemed to be comparable between systems.

*Community College Transfer Centers (1985).* Transfer Centers provide intersegmentally consistent assistance to potential transfer students and advises and counsels them through their community college education and helps in their preparation to transfer.

*Matriculation (The Seymour-Campbell Matriculation Act AB 3, Chapter 1467, Statutes of 1986).* Matriculation is a statewide effort to improve student success in the community colleges by helping students determine appropriate educational goals, including transfer.

*The PUENTE Project (1986):* This is a UC program designed to increase the number of Latino students transferring from community colleges. The project trains English teachers and Latino counselors as teams to conduct one-year writing, counseling, and mentoring programs on community college campuses.

*The Intersegmental General Education Transfer Curriculum (IGETC, 1992).* This program – often referred to as the "core transfer curriculum" – is a general education program that community college students may use to fulfill all of their lower-division general education

requirements for either the CSU or UC while enrolled at the community college.

*The Intersegmental Major Preparation Articulated Curriculum* (IMPAC, 1999) – An initiative designed to get faculty to work together to develop a common understanding of major preparation requirements around the state.

Three of these initiatives –IMPAC, CAN, and ASSIST – merit more focused attention as they effectively summarize the spectrum of administrative activities designed and administered by the higher education systems to improve the operation of the transfer process.

***IMPAC*** is an effort supervised by the Intersegmental Council of Academic Senates (ICAS) to get faculty to work together to develop a common understanding of major preparation requirements around the state. That is, history professors in one system – and sometimes even on the same campus – have varying ideas of what competencies are expected and what practices are appropriate to teach courses in their major, in order to facilitate articulation efforts. IMPAC is one of many efforts to get CSU and UC faculty, respectively, to agree on these basic premises so that faculty in the system will have consistent standards to use to develop actual articulation agreements with other higher education systems. IMPAC is funded through contract funds allocated through the community colleges and was created in the 1999-2000 budget.

***CAN*** was created to promote the transfer of CCC students to UC/CSU institutions by simplifying the identification of transferable CCC courses and indicating the specific disciplines and programs for the UC/CSU institutions to which those course are transferable. CAN works to promote the development of a common method of course identification within each segment. CAN is funded by the state, through the CSU and the community colleges. The CAN Board is made up of representatives from each of the public postsecondary segments and includes campus representatives. The board oversees development and establishes policy for CAN. The daily implementation and project operations are managed by the CAN System Office at CSU Sacramento.

Specifically CAN is designed as a cross-reference course identification for a common core of lower-division, transferable, major preparation courses commonly taught on CCC, CSU, and UC campuses. This system eliminates the need for every single campus in the state to separately articulate their entire curriculum with every other campus in order to provide necessary information about major preparation for transfers. CAN facilitates transfer by establishing the academic integrity of a course and then insuring its transfer to a CAN participating institution. Not every public postsecondary institution participates in CAN. The UC has historically not been an advocate of CAN, therefore, most UC campuses do not participate in CAN.

***ASSIST*** is a computerized student-transfer information system that displays reports of how course credits earned at one California college or university can be applied when transferred to another. ASSIST is California's official repository of articulation for California's colleges and universities and, therefore, provides the most accurate and up-to-date information available to facilitate student transfer. ASSIST is funded by the state, through the 3 systems. The ASSIST Board of Directors is made up of CCC, CSU, UC campus faculty, staff and system representatives. The board oversees development and establishes policy for ASSIST. The ASSIST Coordination Site, located in Irvine, manages the daily implementation and project operations.

ASSIST's mission is to facilitate the transfer of California Community College students to California's public 4-year universities by providing an electronic system for academic planning, which delivers accurate, timely, and complete information and operates as the official repository of articulation information for the state of California. ASSIST's vision is to enhance student transfer by becoming more student-centered, to be better maintained as the official repository of California articulation information and to provide universal online access to articulation.

IMPAC and CAN are optional activities and do not cover all of the academic disciplines where courses are articulated. Traditional articulation processes of faculty review are used for courses not included in IMPAC and CAN before the results are entered into ASSIST. While IMPAC, CAN, and ASSIST all include representatives from the systems, the governance structures of CAN and ASSIST are formalized and include campus, systemwide and state policy makers on their respective boards.

It helps to look at IMPAC, CAN and ASSIST as a continuum. IMPAC would come first in that it is faculty working together to develop the basis for the articulation of courses. CAN would come second as the forum in which colleges and universities come together to actually develop, amend and standardize how courses are articulated. ASSIST is the final stage in this process in displaying and marketing the final, official articulation information. Thus, transfer and articulation information is negotiated through IMPAC, is made systematic via CAN, and is displayed and updated in ASSIST for students and CCC college counselors to use to advise students.

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**State policy initiatives on transfer**

In recent years, the Governor and Legislature adopted two major policy initiatives designed to direct State resources towards improving student transfer. The first is a memoranda of understanding between the State's four postsecondary educations systems to increase transfers. The second is a specially funded California Community Colleges initiative, which cites transfer and transfer readiness as two of its six goals – The *Partnership for Excellence*. Components of these two initiatives are each summarized below.

| | *CCC and CSU* | *CCC and UC* | *CCC and AICCU* |
|---|---|---|---|
| **Original Transfer Goals (*Partnership for Excellence*).** | An increase from 48,688 to 64,200 in the number of transfers to 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.** | Signed on May 8, 2000; effective 2000-01 through June 30, 2003. | Signed in November 1997, revised in May 2000; effective 1995-96 (base year) through 2005-06. | 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.<br><br>*"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.* | | |

**Challenges to a successful transfer process**

The Commission has described above that the transfer function involves the integration of a complex array of programs, services, and institutional relationships that are not solely the responsibility of the community colleges nor of the receiving institutions. Admissions requirements and practices, academic major and general education requirements, course articulation, information dissemination, faculty interaction, program availability, and actual institutional behaviors all affect the success of the transfer function. Shortcomings in any one of these components lessen the functionality of the whole transfer system.

In addition, the varied missions of the State's public higher education systems complicate the intersegmental coordination of student transfer efforts. That many CSU and UC campuses have highly sought-after, "impacted" programs in which enrollment is limited also makes consistently successful transfer a greater challenge. Another major unknown in the transfer equation is what happens to students who are transfer-eligible but who leave the community colleges and do not transfer to a CSU, UC, or independent institution. Anecdotal information and limited research point in many directions for these students – out-of-state schools, proprietary institutions, full-time employment, or other personal objectives.

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**The future of transfer**

As noted earlier, the Commission's many analyses of the transfer function all point to the need for more cohesive and coherent information on transfer students – from the time they enter a community college until the time they graduate from a baccalaureate degree-granting institution. The following are suggested activities that should be undertaken as part of this effort:

- Thorough evaluations of the progress of California's higher education systems with regard to the commitments made in the various Memorandums of Understanding developed to improve the transfer of community college students.

- Research and evaluate issues of transfer "supply" and "demand," in order to establish reasonable parameters for State transfer expectations.

- Examination of the many segment-specific and intersegmental transfer programs and initiatives currently in force to assure that they are functioning in a coordinated, effective and cost-effective manner.

- Sponsored forums and workshops for transfer programs directors and staff to facilitate information exchanges, develop methods for increased coordination of activities, reduce current redundancies in some transfer efforts, and garner greater commitments to State goals from all stakeholders.

- National research on intersegmental student transfer in other states highlighting successful practices elsewhere.

- Research projects on transfer-related issues to submit as grant proposals to educational research foundations in order to acquire external funding to help leverage State resources dedicated to improving student transfer in California.

- Collection and dissemination to colleges, universities and policymakers of comprehensive information on the progress of community college transfer students in California.

- Greater in-depth analysis of data related to student transfer and report on areas in need of improvement and components of the process that are functioning well. This should include research with students and faculty to determine current practices that both enhance and hinder successful student transfer.

- Extensive case studies on transfer, as the Commission did in its 1996 transfer report, and in-depth program evaluations of transfer initiatives, similar to the one conducted by the Commission in 1996 on ASSIST. These case studies should focus on both the transfer experiences of individual students and on transfer in the context of local institutions. The goal of this examination is to determine "best practices" that can be replicated at institutions in other regions of the State or statewide.

In summary, California's higher education Master Plan transfer goals will likely only be realized when there is greater attention to the coordination of student transfer and a more systematic approach to evaluation of transfer initiatives. The Postsecondary Education Commission believes that it is well positioned to manage this effort and lacks only the funding to do so. With additional resources, the Commission could carry out these monitoring and research responsibilities and, thus, improve the efficiency and effectiveness of the transfer function in California higher education. But whether or not the Commission is allowed to assume this role, changes to the current transfer system are necessary in order to facilitate the movements of hundreds of thousands of California students through the State's postsecondary education system and on to their educational objectives.

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**Sources**

Association of Independent California Colleges and Universities "Transfer Handbook."

California Postsecondary Education Commission "Survey on Source of CCC Transfer students to AICCU institutions," Commission reports, Commission staff analyses.

California State University, CSUMentor™ internet homepage.

Progress Report on the Community College Transfer Function (CPEC 96-4, June 1996) California Postsecondary Education Commission.

The University Of California - Quick Reference For Counselors "Planning to Transfer" internet homepage.

UC Transfer Advisement Tool for Counselors, Dan Nannini, Transfer Center Coordinator, Santa Monica College.

# Appendix A

## GLOSSARY

Definitions and Explanations of Commonly-used Transfer Terms

**Articulation –** Sets of community college courses that CSU and UC faculty agree to accept as having the focus, content and rigor necessary to meet course requirements at the baccalaureate institutions. Formal course articulation agreements generally fall within one of three areas: (1) general education breadth agreements, such as those represented by IGETC, (2) transferable course agreements, such as those approved by the State University in various systemwide decrees, and (3) course-by-course agreements, which are generally used to build articulation of lower-division coursework required for a particular major.

**Articulation Agreement –** An official agreement in which one collegiate institution agrees to accept specific courses or groups of courses from another collegiate institution in place of its own courses.

**ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) –** ASSIST is a computerized student-transfer information system that displays reports of how course credits earned at one California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's colleges and universities and therefore provides the most accurate and up-to-date information available about student transfer in California. ASSIST's mission is to facilitate the transfer of California Community College students to California's public 4-year universities by providing an electronic system for academic planning, which delivers accurate, timely, and complete information and operates as the official repository of articulation information for the state of California.

**CAN (California Articulation Number System) –** CAN was created to promote the transfer of CCC students to UC/CSU institutions by simplifying the identification of transferable CCC courses and indicating the specific disciplines and programs for the UC/CSU institutions to which those course are transferable, though most UC campuses do not participate in CAN. Specifically CAN is designed as a cross-reference course identification for a common core of lower-division, transferable, major preparation courses commonly taught on CCC, CSU, and UC campuses. CAN facilitates transfer by establishing the academic integrity of a course and then insuring its transfer to a CAN participating institution.

**Catalog Rights –** A policy that allows, in certain circumstances, a college student to select the set of requirements, he/she will follow to qualify for university graduation.

**Course articulation, major-specific –** Sets of courses that CSU and UC faculty accept as having the focus, content and rigor necessary to meet course prerequisite requirements for specific majors that have lower division requirements. The term discipline-specific is often used within SB 121, by former Senator Gary Hart (Chapter 1188, Statutes of 1991) to refer to major-specific course articulation agreements. This articulation is also referred to as "Major Prep" articulation and, for prospective transfer students, is generally preferable to course-to-course articulation. Articulation agreements specific to the community college student's major of choice are more focused and tend to require that the student take fewer courses in general than non major-specific agreements.

**Course articulation, system wide –** Agreements by faculty that a set of courses offered by community colleges are equivalent to similar courses offered at CSU and UC. Credits earned by students in these courses are accepted by every campus within CSU or UC and are applied toward degree requirements. Generally, these courses are lower-division, general education courses.

**General Education –** A program of courses in the arts and sciences that provides students with a broad educational experience. Courses typically are introductory in nature and provide students with fundamental skills and knowledge in mathematics, English, arts, humanities, and physical, biological, and social sciences. Transfer students often take these classes while attending a community college. Completion of a general education program is required for the baccalaureate degree.

**General Education Breadth Requirements –** A specific program of courses that a student may use to fulfill CSU general education requirements for the baccalaureate degree. Some of these courses may be taken at a community college or other accredited college or university prior to transfer to a CSU campus.

**IMPAC (Intersegmental Major Preparation Articulated Curriculum)** – IMPAC is an effort supervised by the Intersegmental Council of Academic Senates (ICAS) to get faculty to work together to develop a common understanding of major preparation requirements around the state. IMPAC is one of many efforts to get CSU and UC faculty, respectively, to agree on expected course outcomes so that faculty in the system will have consistent standards to use to develop actual articulation agreements with other higher education systems. IMPAC, (initiated in 1999-2000) is funded through contract funds allocated through the California Community Colleges.

**Impacted Programs** – Refers to those majors that receive more applications during the initial application filing period than there are spaces

available. A major may be impacted on one campus, several campuses, or all campuses where it is offered.

**Intersegmental General Education Transfer Curriculum (IGETC)** – often referred to as the "Common-core transfer curriculum," IGETC is a general education program that community college students may use to fulfill lower-division general education requirements at either the CSU or UC without the need, after transfer, to take additional lower-division general education courses. All California community colleges offer an approved list of courses from which students may select to meet general education curricular requirements at the State University or University campuses of their choice. Developed in response to AB 1725 (Vasconcellos, Chapter 973, Statutes of 1988), the curriculum was adopted in 1990 by the Intersegmental Committee of the Academic Senates and implemented in the 1991-92 academic year.

**Junior status** – Refers to students who have entered the third year of study for a bachelor's degree. Students who have completed 60-89 semester units are considered juniors.

**Lower Division** – Courses designed for the first two years or within the first 59 semester units of study toward a baccalaureate degree, often taken at community college and transferred to a university. Also refers to freshman and sophomore students.

**Major Preparation --** This phrase refers to academic coursework taken by prospective transfer students while they are still enrolled at a community college that satisfies some of the requirements of a specific degree major at a receiving institution. Students who have decided on a receiving institution and specific program of study use "major preparation articulation" agreements, which allow them to take coursework needed for the particular major. Good counseling apprises prospective transfer students of the individual requirements of degree programs at institutions and with this knowledge students may plan a path of study that allows them to take discipline-specific courses while still enrolled in the community college. Major preparation transfer agreements are usually preferable for students rather than transfer paths that focus solely on general education courses that satisfy lower-division requirements. Meeting major preparation transfer requirements while in the community college also gives students more freedom when selecting courses once they enroll in the receiving institution and helps expedite their time-to-degree by putting them further along in their selected major at an earlier point.

**Transfer Admission Guarantee (TAG) –** This University of California program (most predominantly at UC Riverside and UC San Diego) encourages students to begin their college career at a California community college and then transfer to the UC to complete the bachelor's degree. TAG participants enter into a contract with the receiving UC campus that specifies the requirements that these students must satisfy for admission while at the community college. The program provides

while at the community college. The program provides students guaranteed admission to the UC campus' college and academic term of choice, but does not necessarily for impacted majors. Each participating UC campus develops its own TAG with area community colleges and these agreements vary by campus.

**Transfer Admits** – A count of the actual number of transfer-eligible community college students who apply for and are accepted for enrollment in a baccalaureate institution in a given year. This term is the second in the transfer sequence of "Applicant" "Admits" and "Enrolleds." Transfer admissibility is one measure of how effective community colleges are in helping students achieve transfer eligibility. It also is one gauge of the utility of baccalaureate institution outreach efforts to potential transfer students and of the effectiveness of faculty articulation efforts and other transfer processes.

**Transfer Alliance Program (TAP)** – This University of California program (initiated at UCLA) gives students at participating community colleges an opportunity to transfer to participating UC campuses as juniors. Students in this program complete an honors/scholars program at the community college. Faculty and counselors at the community colleges help students plan academic programs that meet major and general education requirements and honors/scholars certification. Students who complete the program are given priority consideration for admission to the College of Letters and Science at the UC campus. Students participating in TAP learn more about the UC through meetings with counselors, faculty, and students, including students who have transferred to the UC from the same community college. TAP students may use the UC library and participate in cultural and sports events on campus.

**Transfer agreement** – These are specific agreements that a community college student enters into with a CSU or UC campus, stipulating that admission as an upper division student is assured providing the student satisfies the specific requirements delineated in the agreement. These agreements typically lists the courses the student will complete at community college, with emphasis on courses required for admission, major prerequisites, and breadth requirements. Students who comply with the agreement and apply for admission on time during the appropriate filing period are guaranteed admission to a specific academic term in advance. In many cases, these agreements do not guarantee transfer into the department or major of first choice, however students with these agreements generally stand a better chance of gaining such enrollment.

**Transfer agreement program** – This term refers to the combination of programs, policies and practices that CSU and UC campuses use to facilitate the transfer of community college student. These TAPs are usually established between CSU/UC campuses and local area community colleges. The transfer agreement program incorporates enrollment planning and management to assure that adequate spaces exist for students who have prepared themselves for transfer. It also includes the procedures by

which a community college makes students aware of the requirements that must be met to successfully transfer to one of the State's public universities.

**Transfer Applicants** – A count of the number of community college students who apply for transfer to a baccalaureate institution in a given year. This term is the first in the transfer sequence of "Applicant" "Admits" and "Enrolleds." The numbers of students applying for transfer serves as one measure of the effectiveness of the many community college and intersegmental initiatives designed to help community colleges students achieve transfer eligibility and pursue a baccalaureate education.

**Transfer eligible** – An estimate, or actual count, of the numbers of community college students who have met or exceeded transfer requirements published by the California State University, the University of California, and independent institutions. Transfer eligibility is essentially determined by requirements established by the "receiving" (baccalaureate) institutions. As such, it is driven by the efficiency of these requirements and by how effective community colleges are at preparing students to meet them. Changes in transfer eligibility also help measure the effectiveness of intersegmental transfer efforts, such as CAN and IGETC, and the utilization of ASSIST.

**Transfer Enrolled** – A count of the actual number of community college students who enroll in a baccalaureate institution as transfer students . This term is the third in the transfer sequence of "Applicant" "Admits" and "Enrolleds." This term also defines the numbers reported annually by the Commission as actual transfer students. Improvement in the number of transfer enrolled community college students is the State's highest policy goal in the area of transfer. As such, assessing changes in transfer "Enrolleds" is the most effective measure of the interrelation and effectiveness of all the State's transfer services, programs and processes.

**Transfer Opportunity Program (TOP)** – These programs operated by some University of California campuses, encourage community college students to transfer to a UC by providing support services to ease their transition. The program provides a transfer advisor who regularly visits each participating community college to work with counselors and students. The TOP advisor provides information about admission and transfer requirements, academic programs, financial aid, housing, tutoring, campus life, and other services and programs. The advisor evaluates student transcripts to assure that admission requirements are met and that community college courses taken are transferable to the University. The TOP advisor also works with counselors and students to develop individual transfer admission agreements.

**Transfer Units** – Credit earned in courses that are transferable to the CSU or another college or university that a student plans to attend. All community colleges have a course numbering system for identifying

transferable courses. This information is included in the community college's catalog.

**Upper division –** Courses designed for the third and fourth (junior and senior) years of study toward a bachelor's degree. These courses are not offered by community colleges, and they often require completion of prerequisite courses. Also refers to junior and senior students.

# Appendix B

Reports of the California Postsecondary Education Commission on Transfer

Below is a compendium of reports issued by CPEC, and its predecessor the CCHE, on the subject of student transfer in California:

Enrollment Restrictions and the Redirection, Diversion, and Transfer of Students. Coordinating Council Report 65-11, June 1965.

Director's Report, April 1979: Joint Segmental Report on Increasing Opportunities for Community College Transfer Students; Legislation. Commission Report 79-5, April 1979.

Director's Report, May 1979: Change in Transfer Admission Requirements to the University of California; Recent Federal Trade Commission Rules Regulating Private Vocational Technical Schools. Commission Report 79-7, May 1979.

Plan for Obtaining Community College Transfer Student Information. Commission Report 80-7, March 1980.

Report on the Implementation of a *Plan for Obtaining Community College Transfer Student Information,* (March 1980). Commission Report 81-11, April 1981.

California College-Going Rates and Community College Transfers, 1980. Commission Report 82-2, January 1982.

Update of Community College Transfer Student Statistics, June 1982. Commission Report 82-24, June 1982.

Update of Community College Transfer Student Statistics, Fall 1982. Commission Report 83-11, March 1983.

Evaluation of Community College Student Affirmative Action Transition Projects: A Report to the Legislature in Response to Assembly Bill 1305 (1981). Commission Report 83-36, December 1983.*

Update of Community College Transfer Student Statistics, Fall 1983. Commission Report 84-10, March 1984.

Views from the Field on Community College Transfer: Testimony to the Ad Hoc Committee on Community College Transfer, California Postsecondary Education Commission. Commission Report 84-20, June 1984.

Reaffirming California's Commitment to Transfer: Recommendations for Aiding Student Transfer from the California Community Colleges to the California State University and the University of California. Commission Report 85-15, March 1985.

Facilitating the Transfer of Community College EOPS Students to California's Public Universities: Report of a Task Force Representing the California State Department of Finance, the Office of the Legislative Analyst, the California Community Colleges, the California State University, the University of California, and the California Postsecondary Education Commission, Convened in Response to Assembly Bill 3775 of 1984. Commission Report 85-19, February 1985.

Update of Community College Transfer Student Statistics, Fall 1984. Commission Report 85-21, March 1985.

Commission Comments on the Intersegmental Task Force Report, *Facilitating the Transfer of Community College EOPS Students to California's Public Universities*. Commission Report 85-25, April 1985.

Update of Community College Transfer Student Statistics, University of California and the California State University, Fall 1985. Commission Report 86-11, April 1986.

Update of Community College Transfer Student Statistics, University of California and the California State University, Fall 1986. Commission Report 87-22, April 1987.

Strengthening Transfer and Articulation Policies and Practices in California's Colleges and Universities: Progress Since 1985 and Suggestions for the Future. Commission Report 87-41, November 1987.

Update of Community College Transfer Student Statistics Fall 1987: University of California, The California State University, and California's Independent Colleges and Universities. Commission Report 88-15, March 1988.

Progress in Implementing the Recommendations of the Commission's 1987 Report on Strengthening Transfer and Articulation: A Staff Report to the California Postsecondary Education Commission. Commission Report 88-38, October 1988.

Update of Community College Transfer Student Statistics, 1988-89: The University of California, The California State University, and California's Independent Colleges and Universities. Commission Report 89-23, August 1989.

Transfer and Articulation in the 1990s: California in the Larger Picture. Commission Report 90-30, December 1990.

Updated Community College Transfer Student Statistics, Fall 1990 and Full-Year 1989-90: A Staff Report to the California Postsecondary Education Commission. Commission Report 91-11, April 1991.

Fall 1991 Community College Transfers in California's Two Public Universities. Commission Factsheet 92-10, December 7, 1992.

Progress Report on the Community College Transfer Function: A Report to the Governor and the Legislature in Response to Senate Bill 121 (Chapter 1188, Statutes of 1991). Commission Report 96-4, June 1996.

New Community College Transfer Students at California's Public Universities. Factsheet FS/98-3, May 1998.

New Community College Transfer Students at California Public Universities. Factsheet FS/98-7, December 1998.

New Community College Transfer Students at California Public Universities. Factsheet FS/00-4, January, 2000.

New Community College Transfer Students at California Public Universities. Factsheet FS/01-2, January, 2001.

Major finding of Selected Commission Reports on Student Transfer

Director's Report, April 1979: Joint Segmental Report on Increasing Opportunities for Community College Transfer Students; Legislation. (CPEC 79-5)

> The Commission observed that the joint intersegmental approach to examining student flow programs and services was very useful in identifying resource commitments and data needs for future work

Plan for Obtaining Community College Transfer Student Information. (CPEC 80-7), March 1980.

> The Commission provided extensive background information on eligibility for transfer, availability of persistence and performance data, barriers to transfer, and limitations of data availability. The follow-up report to this one included recommendations on removing barriers to transfer, which included expanded outreach, additional admissions and financial aid counseling, and support services.

Reaffirming California's Commitment to Transfer: Recommendations for Aiding Student Transfer from the CCC, CSU, UC. (CPEC 85-15)

This Commission report examined present student transfer and included the following seven recommendations for aiding student transfer: (1) affirming the importance of transfer with the use of continuing study, (2) improving the preparation of high school students, (3) assessing, identifying, and counseling prospective transfer students, (4) assuring adequate community college transfer offerings, (5) improving information for students about transfer, (6) coordinating enrollment planning, (7) basing transfer policy on information.

Strengthening Transfer and Articulation Policies and Practices in California's Colleges and Universities: Progress Since 1985 and Suggestions for the Future. (CPEC 87-41)

This Commission report examined progress on student transfer since 1985 and made eleven recommendations for improving student transfer; among them: The Governor and Legislature should give broad policy direction to the higher education systems in matters relating to student flow; the systems should encourage their respective campuses to work with nearby institutions to reach voluntary agreements on student flow and articulation efforts, and; the California State University and University of California should develop a system of reporting to the California Community Colleges annually on the disposition of each transfer applicant.

Transfer and Articulation in the 1990s: California in the Larger Picture. (CPEC 90-30)

This Commission report provided a national context to transfer, in addition to examining the state of student transfer in California. The report included an overview, conclusions, and six recommendations. Prominent among them was that the three public higher education systems jointly develop plans to improve both transfer and articulation, identify the resources needed to so do, then implement these plans and report back to the legislature and Commission on implementation of these plans.

Progress Report on the Community College Transfer Function: A Report to the Governor and the Legislature in Response to Senate Bill 121 (Chapter 1188, Statutes of 1991). (CPEC 96-4)

This Commission report examined the state of student transfer during, and immediately prior to the State's4-year economic recession. It concluded that the transfer function has survived the State's long economic recession and concomitant budget cuts at a cost. System efforts to maintain and expand articulation have been harmed, staffing and funding reductions prompted many campuses to lessen efforts to maintain articulation contacts, needed sections of transfer courses have been reduced, fewer slots have been available for transfer students in some majors, and coordination of transfer efforts has generally suffered. Additionally, staffing shortages have reduced the pro-

fessional resources available to students to decipher which pattern of lower division preparation.

The Commission recommended that increased interinstitutional collaboration and a higher profile for transfer as a priority where essential to recapturing pre-recession momentum and increasing transfer opportunities for students. The Commission noted that baccalaureate institutions that view feeder community colleges as a vital component of their strategy to achieve institutional goals and maintain institutional vitality also seem more attentive to incorporating community college personnel in early discussions which might lead to changes in curriculum, programs, or services that have the potential to affect the transfer process. As the report stated: "The transfer function relies heavily on the human element."

# Appendix C

**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.*

7.11.2001