Understanding Transfer

Current research in California

Presentation Overview

- Historical context
- Approaches to transfer research
- Key research findings
- Student perspectives

- Student-facing information
- Identified barriers
- Next steps
- Discussion

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REFLECT

What do you know **right now** about transfer in CA?

Important legislation + developments

- 1991 – IGETC legislation establishes common 30-credit general education core

- 2010 – SB 1440 Established Associate Degree for Transfer

- 2013 – SB 440 Strengthened requirements for colleges to offer Associate Degree for Transfer

- 2015- UC Transfer Pathways to facilitate transfer

- 2021 – AB 928 forms this committee and establishes transfer reporting requirements

- 2021 - AB 1111 calls for common course numbering in the community college

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Important legislation + developments

- 1991 – IGETC legislation establishes common 30-credit general education core
  - Current process for IGETC (Intersegmental General Education Transfer Curriculum) on ICAS website at https://icas-ca.org/igetc/resources2/

NUMEROUS ARTICULATION AGREEMENTS ARE SIGNED

- 2010 – SB 1440 Established Associate Degree for Transfer (ADT)
- 2013 – SB 440 Strengthened requirements for colleges to offer Associate Degree for Transfer
- 2015- UC Transfer Pathways to facilitate transfer

THE RP GROUP RELEASES "THROUGH THE GATE" RESEARCH

MYRIAD RESEARCH PUBLISHED ABOUT TRANSFER OUTCOMES (RP, PPIC, UC Davis/Wheelhouse, CCO)

- 2021 – AB 928 forms this committee and establishes transfer reporting requirements
- 2021 - AB 1111 calls for common course numbering in the community college

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Challenges to data collection + research

- Difficulty tracking students across institutions
  - Getting student record-level data from every sector
- Missing data from student records
- Complex or lack of redirection data
- Lagging datasets

Results in:
- Varying definitions of transfer metrics by study
- Fuzzy matching, instead of exact
- Need to shrink dataset + eliminating important data points
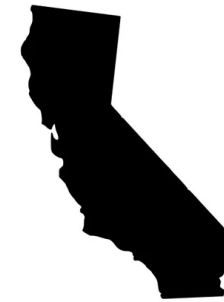- Unable to examine the totality of transfer outcomes across the state

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Approaches to transfer research
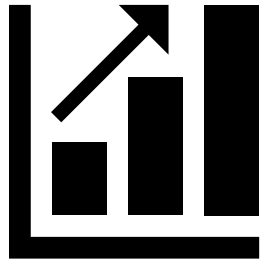
DEMOGRAPHIC ANALYSIS

ACADEMIC PROGRESSION

REGION

Transfer rates, 2014-15 cohort

Years to Transfer	Transfer rate
2 years (on-time)	2.5%
3 years	10.5%
4 years	23.7%
5 years	33.6%
6 years (300% time)	40.0%

Data from the CCCCO DataMart, Full-time students

Overall themes in the research

- Those who earn an ADT are very likely to transfer, however ADT achievement rate remains low
  - ADT earners are more likely to graduate with a bachelor of arts/bachelor of science degree than those who earned an associate of arts/associate of science degree, or those who earned no degree, at a community college before transferring

- More and more students choosing an ADT, as more and more pathways are added

- Students who earn ADTs have higher CCC GPAs, and are younger, on average, than students who earn associate degrees

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Themes by student demographics

Gaps by race/ethnicity and sex

- AA/AS/ADT enrollment
- AA/AS/ADT attainment
- Successful transfer
- BA/BS attainment at 4-year institutions

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Themes by academic progression

- In the 2017-18 academic year, most transfers enrolled at a CSU, and more enrolled in a private in-state or out-of-state college or university than a UC

- Students who take 30 units in the first year of enrollment in a community college are much more likely to transfer

- Research is being conducted on the effects of AB705, but previous research has shown students who complete math and English in the first year are more successful

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Themes by region

- Access to the ADT is not equal from campus-to-campus

- Transfer rates are generally higher in urban areas

- Transfers to CSU campuses are relatively high across most California regions.

- Transfers to UC are heavily concentrated in the Bay Area and along the southern coast

Student perspectives

- Seeking **financial stability** and **economic mobility**

- Receiving incorrect or conflicting information

- Feeling the financial burden of cost differences

- Confused by the complexity of the process

- Balancing so many things with work, school, and life

- Feeling strongly about advisors and counselors (both positive and negative)

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Student-Facing Information Scan

Sarah Ancel
Founder +CEO | Student-Ready Strategies

Approach

- Student-facing scan ties into legislative requirements
  - In 2023 – committee develops an understanding of why students who get the ADT aren't applying to transfer or transferring
  - In 2024 – committee weighs in on how the ADT would be communicated to students
- Examined each sector's main website content related to transfer
- Reviewed a sample of the campus-specific websites within each sector
- Explored additional websites that presented at the top of search engines
- Used student-focused rubric to determine if sites answered key questions

Key Questions for Transfer Students

- Which community colleges offer the program I want to pursue?
- Which four-year institutions can I transfer to from those community colleges?
- What forms and processes do I need to complete to transfer?
- What courses do I need to take at the community college before transferring?
- How well do I have to perform academically?
- What is the likelihood I will get accepted to a 4-year institution?

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College Options

🔍 **Scan Results:**

❓ **Student Questions**

What community colleges offer the program I want to pursue?

What four-year institutions can I transfer to from those community colleges?

- Easy to find a 2-year and 4-year campus match for a given program

- Easy to find institutions "near me"

- UC match information is separate from the rest
  - UC information is found on the transfer pathways page
    - Five clicks from the UC home page.
    - Must click a major to see which UC campuses offer that particular transfer pathway

- icangotocollege.com provides matches from CCCs to CSUs, independents, and fully online (SNHU and WGU) through straightforward search engine

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Forms + Processes

❓ Student Questions

What forms and processes do I need to complete to transfer?

🔍 Scan Results:

- Campus-specific
- Generally easy to find admissions application
- Straightforward processes laid out on most websites

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Community College Coursework

? Student Questions

What courses do I need to take at a community college before transferring?

🔍 Scan Results:

- Highly dependent on academic program and transfer destination
  - Multiple versions of General Education requirements: IGETC, IGETC for STEM, CSU Breadth, UC campus-specific gen ed requirements
  - Two different pathways: ADT's and UC Transfer Pathways
  - Major requirements vary by institution and campus
- Actual courses for ADTs and UC transfer pathways are not readily available online

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Community College Coursework

UC TAP

Sarah's Transfer Admission Planner

About me
> Personal information
> Demographic information
> Support programs
> Account settings

My academic history
> Schools attended
> Coursework
> Exams

My transfer plan
> Where and when I plan to transfer
> Apply for a Transfer Admission Guarantee (TAG)
> Apply for transfer admission

Messages

Record Review

ASSIST

Search below for transferable courses [?]
Courses approved for transfer and general education

Academic Year [?]

2022-2023 ▼

Community College [?]

Select a Community College ▼

○ CSU Transferable Courses
○ CSU GE-Breadth Certification Courses
○ CSU US History, Constitution, and American Ideals Courses (CSU AI)
○ IGETC for UC and CSU
○ UC Transferable Courses
○ UC Transfer Admission Eligibility Courses

View Transferability Lists

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Academic Performance and Admissions

? **Student Questions**

> How well do I have to perform academically?
>
> What is the likelihood I will get accepted to a 4-year institution?

🔍 **Scan Results:**

- Minimum required grade point average, course grades, credits earned clearly listed (though some are campus-specific)
- Guarantees are well-promoted
  - ADT = Degree with a Guarantee
  - UC Transfer Admission Guarantee
  - ADT Commitment
- Less obvious that there are limitations on those guarantees
  - Admissions decisions
  - Capacity limits / redirection / impaction

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Key Takeaway: Complexity
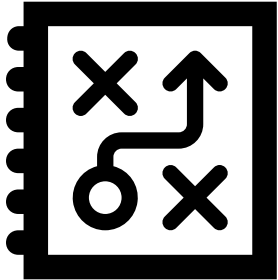
- Communication about a complex system is...complex
  - Prevalence of acronyms
- No straightforward list online of community college courses to take to prepare for transfer
- Various possible scenarios makes it difficult to plan:
  - What will my GPA be once I start taking college courses?
  - Will I be accepted to my choice institution?
  - Will there be room for me at my choice campus? If not, where will I be able to go?

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Barriers to Transfer

As demonstrated by current research and information scan

Identified barriers
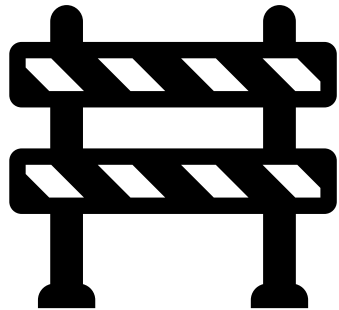
- Complexity of the transfer process and lack of clear **communication** regarding how to transfer

- **Lack of transparency** about how or if credits will transfer

- **Price difference** between CCs and 4-years

- **Lack of financial aid alignment** between 2- and 4-year institutions

- **Conflicting or incorrect information** from advisors or other institution staff and faculty

- **Differing requirements** for each sector

- **Redirection** to institutions students are unable to attend

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Forthcoming analysis

- Aligns with legislation

- Fills a gap in the research by broadening the dataset and adding STEM pathway questions

- Adds new, timely information

- Guides study groups

Discussion
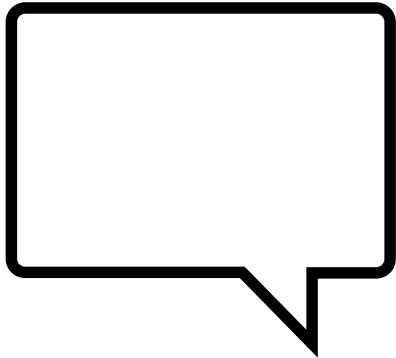
- Which prior assumptions were validated or not by the information presented?

- What information is most useful to the study group to which you belong?

- What policies and practices across our segments alleviate the barrier/ improve students' experiences related to this barrier?

- How would the student experience be different if these barriers did not exist at all?

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