Facts, Findings, and Tools from a Comprehensive Study of Two-to-Four Year Transfer in California
Transfer Velocity Study

An investigation of factors, interventions, strategies and practices that have a positive impact on transfer

A study funded by the CCC State Chancellor’s Office

Quantitative Research Lead:
Craig Hayward, Ph.D.

Qualitative Research Leads:
Pamela Mery & Eva Schiorring
Objectives

Walk away with:

- Experience with a new tool you can use to examine your own transfer rates
- Transfer strategies and approaches used by high transfer colleges and tools you can use to assess your own approach to transfer
- Information about transfer predictors

There is much more… start with highlights presented here and dig deeper into those parts of the study that are most relevant to you.
PART I

The Transfer Cohort Tool

Quantitative Study Lead:
Craig Hayward, Ph.D.
The transfer cohort report and its inhabitants

**Student Cohorts**
- Transfer cohorts used by the CO to calculate college-level transfer rates
- All first-time freshmen are tracked for six years, those who complete 12 units and attempt a transfer-level math or English class enter a transfer cohort
- There is one cohort per academic year

**Calculation of Transfer Rates**
- All students are tracked via the National Student Clearinghouse and via data matches with UC and CSU
- Those students who show an enrollment record at a four-year institution are considered to have transferred
- Divide the number who have transferred as of a given year by the total number in the cohort, multiply by 100% and that is your transfer rate for that time period

**Transfer Cohort Report**
- Web-based interface to explore transfer rates of colleges
- Available to practitioners as part of the CO Data Mart
## Exercise your Brain

<table>
<thead>
<tr>
<th>Sub-group of Transfer Cohort</th>
<th>Transfer Rate (GUESS)</th>
<th>Transfer Rate (ACTUAL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students in Transfer Cohort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 18 years of age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSPS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White EOPS students aged 18-19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Demonstration
1. Introduction to the Transfer Tool

Screen shots for print version

Transfer Cohort Report

Select College
- Statewide
- Alameda
- Allan Hancock
- American River
- Antelope Valley
- Bakersfield

Select Cohort Year
- 1997-1998
- 1998-1999
- 1999-2000
- 2000-2001
- 2001-2002
- 2002-2003

Select Time Window
- 3 Years
- 4 Years
- 5 Years
- 6 Years
- 7 Years
- 8 Years

Select Demographic
- None
- Age Group
- Ethnicity
- Gender

Select Special Category
- None
- California Work Opportunity & Responsibility to Kids (CalWORKs)
- Disabled Student Programs & Services (DSPS)
- Extended Student Programs & Services (EOPS)
- Financial Aid Recipient

Get Report
Clear Selection
1. Introduction to the Transfer Tool

Transfer Cohort Report
Statewide
For Cohort Year 1999-2000 & Transferred Within 3 Years
By Age Group

Download The Result In Comma Delimited Format
Download The Result With College Breakdown In Comma Delimited Format

<table>
<thead>
<tr>
<th>Age Group*</th>
<th>Transferred Student</th>
<th>Cohort Student</th>
<th>Transfer Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 to 19</td>
<td>24000</td>
<td>70416</td>
<td>34 %</td>
</tr>
<tr>
<td>20 to 24</td>
<td>3654</td>
<td>13541</td>
<td>27 %</td>
</tr>
<tr>
<td>25 to 29</td>
<td>1329</td>
<td>5846</td>
<td>23 %</td>
</tr>
<tr>
<td>30 to 34</td>
<td>832</td>
<td>4536</td>
<td>18 %</td>
</tr>
<tr>
<td>35 to 39</td>
<td>607</td>
<td>3758</td>
<td>16 %</td>
</tr>
<tr>
<td>40 to 49</td>
<td>758</td>
<td>4345</td>
<td>18 %</td>
</tr>
<tr>
<td>50 and older</td>
<td>165</td>
<td>1144</td>
<td>14 %</td>
</tr>
<tr>
<td>Less than 18</td>
<td>16937</td>
<td>45412</td>
<td>37 %</td>
</tr>
<tr>
<td>Unknown</td>
<td>57</td>
<td>231</td>
<td>25 %</td>
</tr>
<tr>
<td>Total</td>
<td>48349</td>
<td>149229</td>
<td>32 %</td>
</tr>
</tbody>
</table>

* Age is age at cohort entry.
1. Introduction to the Transfer Cohort Report Tool

Cumulative transfer function for seven cohorts

Cumulative number transferred

Years since Cohort Entry

- 1995-1996
- 1996-1997
- 1997-1998
- 1998-1999
- 1999-2000
- 2000-2001
- 2001-2002
1. Introduction to the Transfer Tool

Time and transfer

Distribution of college-level transfer rates for three tracking periods

- 12 Yr.
- 9 Yr.
- 6 Yr.
Transfer Tool Training

Upcoming Transfer Tool Demonstrations

• Extreme Data Summit III
  • October 15th (North) Contra Costa District
  • Oct. 22nd (South) North Orange District Office
  • Contact Debbie Gutierrez to register
    (dgutierrez@cccco.edu)
• Upcoming practitioners webinar (stay tuned)

Updates at RPGroup.org > Events

http://www.rpgroup.org/events/index.html
PART II

Practices from High-Transfer Colleges

Qualitative Study Leads:
Pamela Mery & Eva Schiorring
Activity 1

Jot down the following

- Name and Title of three to five individuals at your campus involved in promoting transfer
Study Design

- Identification of colleges with higher-than-expected transfer rates
- Translation of lit review findings into protocols
- 2-day site visits to 7 colleges
- Diverse perspectives through interviews & focus groups (108 interviews and 33 focus groups)
Transfer Velocity Study

Research Colleges

Skyline College
De Anza College
Reedley College
Porterville College
LA Southwest College
Irvine Valley College
San Diego City College
Strategies & Approaches at Work at High Transfer Colleges

- Transfer Culture*
- High Level of Commitment to Institution
- Student Focused Environment
- Transfer Support & Services*
- Strategic Relationships with Local High Schools
- Strong Relationships with 4-Year Universities*
## Transfer Culture Matrix

<table>
<thead>
<tr>
<th>Factor</th>
<th>Action/Activity</th>
<th># of Colleges</th>
<th>Example</th>
</tr>
</thead>
</table>
| **Transfer Culture** | Transfer is a priority of categorically and non-categorically funded programs | 7             | • EOPS and Transfer Center collaboration  
|                   |                                                      |               | • Learning communities and support programs provide transfer advice and assistance |
| **Promoter**      | What doing to promote                                |               | How are they doing it                                                  |
Transfer Audit Tool

• Available for Six Key Factors
  • http://www.rpgroup.org/documents/TLC_Cross_Case_Analysis.pdf
Characteristics of High Transfer Colleges

• Transfer permeates college

• Everybody is perceived as a potential transfer student

• Transfer promoting activities are connected

• Transfer promoting activities are part of a larger and deliberately crafted transfer map
Activity 2

- Revisit the three to five Transfer Leaders you identified at your College
- Are they interconnected?
- Are they part of a larger transfer map?
- What do you think is the prevailing message about transfer that your students experience? Where do they hear this/these messages?
PART III

Transfer Predictors

Qualitative Study Leads:
Craig Hayward, Ph.D.
Quantitative method

- Development of SQL Orange
  - A research data warehouse that replicates the CO MIS
  - Developed expressly for this study; is now available to support future research
- Annual Transfer Center Survey
- Census/Demographic data
Information you can use to improve your transfer strategies

*College-level models explaining transfer*

**Exogenous/Accountability framework** \( (R^2=.66) \)
- Level of Bachelor’s degree attainment in area
- Age of the student body

**Endogenous/Local control framework** \( (R^2=.48) \)
- Ratio of students transferring laterally
- Percent transferrable course sections
- Percent SAM-coded/CTE course sections
- Number of CSU TAAs
- Number of UC TAAs (signed)
- FTE of Center Director
Odds of transfer:  
A student-level transfer model

Select transfer-facilitating factors

• Students starting in **transfer-level math are 48% more likely** to transfer than those starting at the basic skills level; the effect in **English is much smaller, only 12%**

• Students who attend **summer school** in the first three years, are **47% more likely** to transfer

• Students who attain an **AA/AS in the first three years** are **111% more likely** to transfer (+46% if received in years 4-6)

• Facilitating student goals: ever having a goal of **intellectual and cultural development**, of **transfer**, or an **undecided goal**

• Students who enroll in neither math nor English in their first year are **34% less likely** to transfer
Further Information

CSS TLC Web Page:
www.rpgroup.org/css/TransferLeadershipCenter.html

Transfer Leadership Center Web Site:
www.cacctcw.com.index.htm

Other Transfer Research:
Barr, Peter
Jenkins, Davis
Adelman, Cliff (The Toolbox Revisited)
Contact & Information

TLC Quantitative Research Lead

Dr. Craig Hayward, Director of Planning, Research & Knowledge Systems, Cabrillo College
crhaywar@cabrillo.edu

TLC Qualitative Research Leads

Pamela Mery, Institutional Research Office, CCSF
pmery@ccsf.edu

Eva Schiorring, Senior Researcher, CSS
eschioring@rpgroup.org