Making the Leap

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Findings of a Regional Exploration of Student Transfer from Community College to Independent Colleges and Universities



AICCU

FOREWORD



Improving the transfer experience for community college students has long been a priority for the Association of Independent California Colleges and Universities (AICCU). Each year, independent nonprofit higher education institutions enroll over 4,500 new California community college transfer students; they can and want to accept even more. Research has shown that students, particularly those from underserved communities, tend to transfer to a local four-year institution. We also recognize, however, that there are many real and perceived obstacles to making this choice.

Our recent endeavor to examine regional transfer partnerships in California and challenges facing students has been an illuminating one. The conversations it generated reinforced what we know about the needs of transfer students who seek to continue at a four-year independent higher education institution and how the conveyance of transfer information can be improved. Our discovery process also highlighted the relationships and programs that take place between California community colleges and nonprofit colleges and universities at the regional level. We uncovered much about what is currently being done, what the obstacles to transfer remain, what more can be done, and what works and can be replicated in other parts of the state. Regional transfer partnerships are critical to creating critical access for higher education opportunities across each region, particularly for underserved communities.

Most of all, I am so gratified to see the passion of everyone that participated in the pre-meetings and formal meetings that structured our exploration—the many community college transfer counselors and advisors and articulation officers from AICCU member institutions in the Inland Empire region, Los Angeles, and San Diego. Their commitment to students and higher education access and equity was evident throughout, and these fruitful discussions would not have been possible without their participation. We appreciate the time our colleagues devoted to these meetings.

Not least, AICCU thanks the Teagle Foundation and the Arthur Vining Davis Foundations for their support of this planning project through the Transfer Pathways to the Liberal Arts initiative. Their commitment to serving transfer students is reflected in the investments they have made in research and grant funding, for this project and across the country. AICCU looks forward to working again with these foundations to put words into action and implement the recommendations put forward in this report.



Kristen F. Soares
President, AICCU

Contents

04 **EXECUTIVE SUMMARY**

05 **INTRODUCTION**
The Regional Transfer Partnership Project
About the Three Regions of Focus

09 **TAKEAWAYS ACROSS REGIONS**
Articulation Strategies
Addressing Financial Aid/Total Cost of Attendance
Communication/Marketing Strategies
Dual Admission Strategies
Implementation Challenges

20 **NATIONAL STUDENT CLEARINGHOUSE DATA COLLECTION AND REGIONAL TRENDS**

23 **NEXT STEPS**

25 **ENDNOTES**

28 **REFERENCES**

30 **APPENDIX**
Transfer Pathways to the Liberal Arts Initiative
State Baseline Report: California

The Association of Independent California Colleges and Universities thanks Darcie Harvey for her leadership on this project and authorship of this report.

Executive Summary

In 2021, AICCU began a project to explore how regional transfer partnerships can strengthen transfer pipelines and increase enrollment to independent colleges and universities. Three regions were selected for this work based on their existing regional relationships and the potential for the project to improve transfer pathways: the Inland Empire, Los Angeles, and San Diego. The project gathered institutional staff from independent nonprofit colleges and universities, California community colleges, and other stakeholders, such as regional organizations. At these meetings, participants discussed the current challenges to transfer, and specifically problems faced by community college students who want to transfer to independent institutions.

> The regions advocated for the creation of a central resource to provide information for students and transfer counselors on the articulation of coursework, cost of attendance, time to degree, and application deadlines at independent institutions.

Certain common themes emerged across the regions, such as identifying which courses transfer (or articulate) between institutions, the affordability of independent institutions and the availability of financial aid, and the visibility and recognition of independent institutions among students and counselors as a viable transfer destination. Participants from all the regions advocated for the creation of a central resource to provide information for students and transfer counselors on the articulation of coursework, cost of attendance, time to degree, and application deadlines at independent institutions. However, the regional meetings also elevated how the landscape of student populations and institutions in each area can result in distinct sticking points and lead to different strategies. For example, participants from one region advocated for a return to campus tours as a strategy to improve communication of independent institutions as a transfer option to students, while in-person visits were not embraced as wholeheartedly among participants from the other regions.

In addition to regional meetings, the project also included an analysis of transfer enrollment and completion patterns from the National Student Clearinghouse (NSC). This research brief provides an overview of the findings from the three regional meetings as well as an overview of this statewide data on transfer patterns. It also offers suggestions for addressing transfer roadblocks at both the regional and statewide levels and possibilities for moving this work forward.

Introduction

The Association of Independent California Colleges and Universities (AICCU) is the organizational voice for over 80 independent, nonprofit higher education institutions. The independent sector enrolls over 180,000 undergraduate students, 20% of undergraduate students in the state. Annually this sector enrolls over 4,500 new California community college transfer students.[1]

Independent institutions in California have faced significant challenges brought on by the COVID-19 pandemic and evolving demographic changes in the state, including the decreasing population of high school students. The pandemic has also brought into focus the need for policies and practices that increase access to higher education for all Californians, especially long-marginalized populations. A recent report from the NSC found major transfer enrollment declines nationwide, including an annual 11.6% decrease in transfers from two-year colleges to four-year colleges; declines were particularly stark among Black and Latinx students.[2]

While access to education has diminished, the demand for educated workers has not, and research continues to show that college education is the path to family sustaining wages for workers and the path to economic vitality for the state.[3] Independent colleges and universities (ICCUs) have the capacity to serve more California community college transfer students, especially with solutions aligned with regional needs and strengths. Expanding access and opportunities for transfer students at independent institutions can help ensure that every student in California has the opportunity to achieve their academic goals and that the higher education sector is meeting the demand for educated workers in our state.

> Demand for admission to public four-year institutions has outpaced supply of available enrollment slots but ICCUs have the capacity to serve more of these students.



University of San Diego

The Regional Transfer Partnership Project

AICCU has been working to create transfer pathways for students from California's community colleges for many years, including adoption of the Associate Degree for Transfer (ADT) through transfer articulation agreements between institutions. In 2021, AICCU received grant funding to explore regional transfer partnerships to strengthen transfer pipelines and increase transfer numbers to independent colleges and universities. The project was funded by a planning grant from the Transfer Pathways to the Liberal Arts program of the Teagle Foundation and the Arthur Vining Davis Foundations. The project's regional focus acknowledges that the educational landscape, student population, workforce demand, and overall transfer context may vary, and that strategies that may work well in one region may not be the right approach in a different area. Drilling down to the regional level allowed the AICCU to identify impactful regional strategies. Exploring three different regions also shed light on roadblocks and strategies that were held in common and thus could be appropriate to scale to the statewide level.

The objective of the first phase of the project was to bring together campus leaders from both two-year and four-year institutional segments to discuss current challenges in the transfer process and explore regional strategies to improve transfer enrollment and completion. The regional meetings brought together community college transfer counselors, as well as admissions counselors, registrars, and enrollment management personnel from AICCU member institutions.

The regions of focus for this project were the Inland Empire, Los Angeles, and San Diego. Because demand is high for public-four-year institutions, AICCU staff wanted to explore what the barriers are to successful transfer to independent nonprofit institutions. While undergraduate enrollment in nonprofit higher education institutions in California has grown by 40% from 2010 to 2020, enrollment of full-time transfer students has declined by 20% over the same period.[4] This project seeks to shed light on the difficulties with the transfer process to ICCUs and to identify strategies that could be implemented to increase both transfer enrollment and the success of transfer students. Many ICCUs in the region were eager to participate in this project and have robust conversations with their community college partners. ICCUs want to understand how to improve pathways and increase student and counselor awareness of ICCUs as a viable transfer option.

This project seeks to shed light on the difficulties with the transfer process to ICCUs and to identify strategies that could be implemented to increase both transfer enrollment and the success of transfer students.

As a complement to the meetings, AICCU staff worked with a national consulting firm, Ithaka S+R, to retrieve NSC data on transfer patterns and completions at ICCUs. This data analysis was part of the larger project funded through the grant program. Through the analysis, Ithaka S+R produced a statewide trend report on transfer enrollment and completion by sector for California and produced individual analyses for each participating ICCU. Both the statewide report and the institutional reports include overall transfer trends and trends broken out by subpopulations including underrepresented minority (URM) populations, Black students, Hispanic/Latinx students, liberal arts majors, male students, and adults over the age of 25.

About the Three Regions of Focus

AICCU selected three regions for the initial phase of this project due to their current capacity challenges and pre-existing partnerships: the Inland Empire (comprising San Bernardino County and Riverside County), Los Angeles, and San Diego. There are over 30 ICCUs in Los Angeles County, 10 in San Diego County and five in the Inland Empire. The Inland Empire covers a large geographic area and, while it is home to a number of community colleges, the opportunity for transfer to local public four-year institutions in this region is limited. The only local public four-year institutions are UC Riverside and CSU San Bernardino, both of which have struggled with demand outpacing supply.[5] The Inland Empire was also identified because existing regional collaborations have been underway for several years through groups like Growing Inland Achievement and OneFuture Coachella Valley.

In the regions of focus, demand for admission to public four-year institutions has outpaced supply of available enrollment slots. ICCUs have the capacity to serve more of these students. In the Los Angeles region, there are three University of California (UC) campuses and six California State University (CSU) campuses, three of which are impacted in all majors. In San Diego, there is one UC and two CSU campuses, one of which is impacted in all majors.[6] The admission rates for UC San Diego and UC Los Angeles are at historically low levels. For ICCUs participating in this project, exploring issues and opportunities regionally was complicated by overlap between Los Angeles and San Diego. Many of the ICCUs in the area have multiple campuses across both regions. In addition, there are community colleges and ICCUs in Orange County, which is located between the two counties. The Orange County community colleges were unsure of which regional group to join and reported that their students transfer both north to Los Angeles and south to San Diego. For the purposes of this project, these colleges were sorted into regions based on either their preference or historical transfer patterns. Additionally, certain ICCUs were interested in participating in both regional groups.


Occidental College

Although common themes were surfaced in the meetings, there were some differences in the issues, and therefore, strategies prioritized in each of the regions. For the Inland Empire, articulation issues were a top priority, while in the Los Angeles and San Diego regions, financial aid and total cost of attendance were of the utmost importance. There were also differences in perceptions about the development of more ADT pathways as a strategy—community colleges in Los Angeles stressed the creation of more ADTs as the transfer path of choice; stakeholders in the Inland Empire were open to transfer before ADT completion; and community colleges in San Diego viewed the completion of a local, non-ADT associate degree as a viable path to transfer.[7,8]

REGIONAL MEETINGS AT A GLANCE

Inland Empire
Met November 2, 2021

Participants:

5 ICCU institutions

5 community colleges

+ Stakeholders from Growing Inland Achievement and Riverside County Office of Education/California Student Aid Commission

Los Angeles
Met January 21, 2022

Participants:

14 ICCU institutions

12 community colleges

San Diego
Met January 27, 2022

Participants:

7 ICCU institutions

2 community colleges

Prior to this meeting, AICCU staff additionally met with personnel from six of the San Diego community colleges.

Takeaways Across Regions

Of the several themes stakeholders across regions shared, a lack of centralized information about independent colleges was cited most often. Community college counselors noted that their ability to provide students information about private institutions is hampered by the need to individually research application requirements, financial aid, course articulation, and student services at each institution separately. Community college counselors would more easily be able to speak to students about independent colleges and universities if there were a central repository for information about the institutions and how they compare to regional public and other independent institutions. Specifically, stakeholders would like to see centralized information on:

- Application fees/waivers
- Application deadlines
- ADT pathways accepted and/or articulation agreements in place
- Acceptance of the UC's Intersegmental General Education Transfer Curriculum (IGETC) and/or the CSU General Education Breadth Requirements
- Total cost of attendance
- Average financial aid package by GPA and income
- Average debt of graduates
- Time to degree for transfer students
- Additional forms and requirements for ICCU applications or graduation, e.g., requirements for a religious course

Articulation of coursework and better transparency about which credits taken at community colleges will transfer into receiving institutions remains a challenge even though many undergraduate-serving independent institutions have adopted the ADT. Stakeholders were interested in integrating independent institutions into the current database system used by transfer counselors to determine which courses articulate to the CSU and the UC, called ASSIST.[9]

Another prominent theme across the regions was affordability and access to financial aid. Community college staff noted their concerns with the high price tag of independent colleges. ICCU staff voiced concerns that transfer counselors are often unaware of the financial aid packages available, which make independent institutions more affordable than they may appear to students and families.

A third theme was **communication issues**, and this was primarily voiced by ICCU staff who feel that students are often unaware of their institutions or perceive that community college counselors may not present their institutions to students as a transfer choice.

Articulation Strategies

While all three regions noted the challenges with articulation, they placed differing amounts of emphasis on the centrality of this issue as a roadblock to transfer, therefore they suggested different strategies to address articulation issues. At the heart of the articulation discussion are two

problems: 1) a lack of transparency in terms of which courses will transfer and whether the courses will count toward institutional general education requirements or major requirements, and 2) transfer institutions not accepting enough credits for transfer or accepting credits but not counting them toward general education or major requirements. A third area of concern for some but not all stakeholders is alignment with UC and CSU transfer requirements. Community college counselors noted that imprecise information on which courses transfer or an approach of "flexibility" and individualized review are not helpful—students and counselors want to know exactly which courses count at receiving institutions and whether the course will meet a general education or major requirement.

Centralized Platform

Stakeholders from ICCUs and community colleges in all three regions were united in their support for creating a centralized platform for information about which courses articulate. The participants differed in what format is preferable for this platform; some advocated for a program mapper tool similar to the one at Bakersfield College while others would like to see the integration of independent institutions into ASSIST. Either tool would allow students to understand how many courses transfer and time to degree at different institutions. Participants were in general agreement that they would like a centralized platform to include the following: admission requirements, admission deadlines, ADTs accepted, course articulations, credit for prior learning and military credit articulation (like the Military Articulation Platform at Norco College), and IGETC/CSU GE Breadth acceptance. Some participants would also like to see the platform include information on courses that count toward major requirements in the most popular majors, available internships, and career options and starting salaries by major.

The Inland Empire stakeholders were more focused on the centrality of this issue and were more interested in full integration of ICCUs into ASSIST. The other regions were supportive of a central resource, such as the inclusion into ASSIST, but felt that something less expansive can also be useful. Other articulation platforms discussed included third-party platforms like Transferology and the Transfer Evaluation System (TES).[10] However, participants noted that these platforms use code and language that is not student-facing and that converting courses into more student-friendly language would require resources and substantial amount of staff time. One person explained that TES is often ambiguous about whether a class will articulate, and that this is a deterrent to student enrollment and students' desire for clarity. Community college stakeholders had limited familiarity with these platforms and noted that more training would be needed if this approach is used. They also stressed that these are standalone tools and, thus, less useful than ASSIST, which would allow for comparisons between public and independent institutions.

Expanding the Number of ADTs

One of the current transfer strategies used by many ICCUs is the ADT. Participants discussed expanding the number of ADT pathways accepted at independent institutions would be helpful. However, both ICCU staff and some community college stakeholders were not convinced that an expansion of ADTs alone could solve the pressing articulation issues. Some ICCU staff noted that while their institutions

accept most transfer credits, their GPA requirements exceed the minimum GPA threshold of the ADT, 2.0, and thus expanding the number of institutions adopting the ADT program is not an option. Many community college staff were strongly supportive of expanding ADTs; however, some, especially those in the San Diego region, noted that their colleges graduate more students with general associate's degrees than ADTs, and that they would like to see articulation pathways that work with both ADTs and associate's degrees. Community college staff said that the AICCU spreadsheet listing ADTs accepted at ICCU institutions is not well known, and that it is unclear if the sheet is updated regularly, which makes it less useful.

Challenges remain with the adoption of the ADT by more independent institutions: The main ADT website, maintained by the California Community Colleges Chancellor's Office, highlights only the 12 participating AICCU institutions that signed a memorandum of understanding (MOU) with the Chancellor's Office and is difficult for students to search for them.

> Some participants advocated for ICCUs adopting IGETC or CSU Breadth to simplify the lower division pathway for students.

Participants also discussed how other partnerships with California community colleges, in addition to more ADTs, could smoothen and strengthen the transfer pipeline. One strategy that was discussed is the merit of creating more articulation agreements between specific ICCUs and community colleges. Some noted that articulation agreements need to be updated on a regular basis, especially as new courses are added, and that these are not as helpful as a platform that shows which courses transfer. However, some community colleges noted that clearer articulation agreements would help them to build out program mapper tools that clarify which courses transfer to meet general education or major requirements.

Uniform General Education Pathway

Regional participants were also in agreement that an articulation policy for lower division general education requirements that is consistent across ICCUs would be helpful. Community college staff emphasized that it would be useful to have information about which ICCUs align with the CSU General Education Breadth requirements and the UC IGETC requirements. Some participants advocated for ICCUs adopting IGETC or CSU Breadth to simplify the lower division pathway for students. Participants noted that creating an aligned general education policy could be more flexible than expanding ADTs because if a student changes his or her major, the lower division courses would still be counted. Another reason this approach was recommended is because faculty at some ICCUs will not count certain upper division courses toward major requirements for a degree, although they noted that efforts are underway to change faculty perceptions.

Addressing Financial Aid/Total Cost of Attendance

Concerns about price and affordability remain major barriers for students. Regional meeting participants discussed both the need for more financial aid, especially aid specifically for transfer students, and the need for better information about total cost of attendance and financial aid available at independent institutions. Many community college counselors expressed reluctance to encourage their low-income students to apply to independent colleges and universities because they believe the price or debt required would be inadvisable. Concerns about cost and financial aid were paramount for community college stakeholders in Los Angeles and San Diego, outweighing their concerns about articulation. These counselors noted that transfer students are intimidated by loans, and most are unaware of need- and merit-based scholarships at ICCUs. Community college stakeholders also reported that scholarships for transfer students are not as plentiful or robust as those for freshman. Additionally, students do not know how to apply for scholarships or struggle to complete the scholarship applications. Counselors suggested conducting scholarship application workshops for community college students.

Non-tuition costs were also voiced as a barrier for students. In the San Diego meeting, community college staff noted the additional cost to apply to four-year independent colleges and universities. Application fee waivers are available at the CSU, and they said it would be helpful if these were available at independent institutions. One suggestion was for ICCUs to automatically waive application fees for students in certain low-income or at-risk populations, such as Extended Opportunity Programs and Services or TRIO programs.[11] Because San Diego has a large military presence, stakeholders from that region said that targeting scholarships to military personnel would increase transfer rates. Community college staff also noted expenses such as textbook costs and transportation and said that providing aid, such as transportation vouchers, would help make higher education generally more affordable.

ICCU participants stressed that substantial financial aid is available at their campuses but that too few counselors are aware of the aid packages and thus perceive costs to be higher than they are. They also noted that reduced time-to-degree and the fact that ICCU institutions can guarantee students will be able to enroll in courses can reduce total degree costs. Some participants suggested ICCUs and community colleges partner with each other to ensure students file financial aid applications (FAFSA/Dream Act) to increase the number of students

Concerns about price and affordability remain major barriers for students. Counselors noted that transfer students are intimidated by loans, and most are unaware of need- and merit-based scholarships at ICCUs.

that are eligible for awards. Staff from one independent institution suggested using data to identify non-FAFSA filers and then calling or texting them to remind them to file their financial aid applications.

Another cost-reduction mechanism discussed was to encourage transfer students to complete an ADT or all lower division general education coursework before transfer, and therefore reduce the amount of time spent at a four-year institution. Some participants advocated for ADT completion before transfer while others discussed the merit in students transferring early if they so desire. Certain ICCUs reported that they have targeted recruitment strategies in majors where they know students can complete within two years because this makes an independent institution more affordable. However, these cost savings can only be achieved when paired with articulation strategies that count credits from the community college toward general education or major requirements.

Creating a central repository of information about cost and financial aid was a constant theme throughout these discussions, and community college personnel emphasized that it would be helpful if there were one location where counselors could find information on cost and aid packages at multiple ICCUs. Some of the financial information that would be useful for counselors and students includes availability of application fee waivers, approximate financial aid based on income and/or GPA, time to degree, and average debt upon graduation. Community college participants noted that Mount Saint Mary's University provides valuable information on estimated financial aid package by student GPA. Centralizing this information would allow students to predict their total cost of attendance at various ICCUs, regional CSUs, and UCs. Some participants were in favor of including graduate salaries and regional job placements in the first six months after graduation (Cal Poly was noted as having useful information in this format). Counselors requested that institutions disaggregate data by transfer students versus freshman, since time to degree and aid packages differ. Community college staff noted that it would be helpful to have a separate net price calculator for transfer students posted on their websites.

Community college staff also requested institutions give students information about total cost of attendance and average financial aid packages earlier in the application process. Currently, this information is hard to find or not communicated to students in a timely fashion. Several individuals advocated for embedding textbook costs and technology fees into one cost calculation rollup to make the total cost of attendance easier for students to understand. ICCU stakeholders also said that students should be made aware of tuition reimbursement from employers. Community college staff in multiple regions lauded the UC's information campaign surrounding the Blue and Gold Scholarship program, noting that this information helped mitigate perceptions that the UC was unaffordable for low-income students.

Stakeholders also raised the messaging in financial aid award packages as a barrier. Some independent institutions pointed out that differences in terminology describing financial aid can lead to confusion. For example, one institution representative reported that they offer need-based aid but do not use the term "scholarship." According to counselors, the language in financial aid and award letters is confusing and can make it hard to compare total

cost between institutions. One participant noted that her student had received a substantial financial aid package but because of the confusing language in the award letter, the student did not understand how much of her costs were going to be covered and therefore did not accept the admission offer. However, ICCU institutions noted that reforming the format or language in financial aid letters would likely be difficult.

Communication/Marketing Strategies

Communication strategies were embedded in discussions of articulation and affordability/financial aid but also were elevated as a stand-alone item. Specifically, ICCU staff voiced concerns that their institutions are not well known to community college students and that counselors do not present their independent institutions to students as a transfer option. Counselors reported that they usually only have a short amount of time with each student and that often students specifically request information on CSUs and UCs. Independent colleges and universities also noted that many of their outreach strategies—such as tabling—require being on campuses in person and that these approaches have been hampered by the pandemic.

Events for Students and Counselors

Communication strategies suggested included campus tours for students and counselors, more frequent meetings between ICCU and community college counseling staff, and ICCU-specific college fairs or more representation of ICCUs at regional college fairs.

Inland Empire participants discussed successful past events in which community college transfer students and counseling staff were brought to the ICCU campuses for tours. One counselor noted that these events are very successful because they expose students to the campus and serve as a "one-stop shop," bringing students to financial aid, enrollment, and student services offices to help them understand the transfer process. AICCU staff mentioned that Fresno Pacific



University of Southern California


Biola University

University is currently using a one-stop approach called Enrollment Express. ICCU institutions were supportive of this approach and said that these events could involve students from multiple community colleges in the region. Counselors also suggested that events for staff include all counselors—not just directors or coordinators—because not all counselors are familiar with independent colleges and universities.

However, in Los Angeles and San Diego, participants were not as interested in creating more in-person events as community college counselors and students both have time constraints that make in-person visits more difficult. In these regions, participants were generally supportive of in-person events but also emphasized that they *should not replace* efforts to create more information available digitally. Transfer counselors in all regions emphasized the importance of having a robust online transfer portal as this is the main way in which students access information. Advertising the programs/majors available at ICCU institutions, especially if these are programs that are heavily impacted at regional CSU campuses, they said, could create better awareness of independent colleges and universities as a destination.

Participants discussed various communication strategies to create better awareness of ICCUs among students and counselors. Community college personnel noted that transfer days at UCs are very successful and suggested creating transfer days for counselors and articulation officers at ICCUs. Other events suggested include ICCU-specific transfer fairs and including more ICCUs in the regional transfer directors meetings. Previously ICCUs participated in convenings with community colleges staff, and counselors suggested resuming this approach and including panels that highlight the unique offerings or services at ICCU institutions. Counselors suggested inviting community college faculty members to these major fairs, as professors often serve as a conduit of information to students. Others suggested that ICCUs should also have a bigger presence at the regional college fairs that UC and CSU attend.

Student Fit and Student Services

Perceptions of student fit and belonging create another impediment where strategic communications may help. Counselors in Los Angeles reported that students believe independent institutions are exclusive and that they would not fit in with the other students at these colleges. There is a reported feeling that independent colleges and universities are elite and, therefore, are only for students from wealthy families or those who have high GPAs. Others believe that the demographic profile of students at these institutions is not diverse; students are hesitant to attend a college with low enrollment of students of their race or economic background. In San Diego, community college counselors noted that it is unclear if independent institutions are accommodating of adult students or would have flexible course schedules to meet

their needs. Requirements for students to live on campus could also be a deterrent as well, as independent campuses may lack services, such as mental health support, food pantries, or childcare that may have been provided at community colleges. Additionally, many students believe that faith-based colleges accept only students of that faith. Some believe the majority of ICCUs are religious. For these reasons, providing information upfront about whether the institution is religious, or if there are course requirements on religion, would help students make a more informed choice.

Counselors also advocated for more information from ICCUs about campus programs, student events, campus climate, career paths, and regional employers that hire graduates. In Los Angeles, community college staff noted that their campuses have a variety of programs designed for students from certain race/ethnic populations, such as Umoja and Puente, and said it would be helpful if more was known about parallel programs at ICCUs. One ICCU staff member noted that their institution provides housing to veterans; community colleges were interested in hearing more about this service and improving the promotion of this program to potential transfer students. Other counselors noted that ICCUs could promote if they have services for Deferred Action for Childhood Arrival (DACA) students or if they have a hub on campus for transfer students. Transfer centers, counselors said, make the campus seem more inviting to transfer students and they advocated for all independent colleges and universities to have such a center on campus. Another suggestion was for independent institutions to create video testimonials featuring community college transfer students currently enrolled at ICCUs. The videos would communicate a welcoming environment for transfer students and be shared on various social media platforms.

“Counselors also advocated for more information from ICCUs about campus programs, student events, campus climate, career paths, and regional employers that hire graduates.”

Applications

The complexity of ICCU applications and the differences that may exist between ICCU and CSU and UC application processes were also discussed as a hurdle for students. While community college counselors are accustomed to the Common App, it can be difficult for students when institutions ask for additional or different statements than those used by other four-year institutions. If there was more uniformity in the statements on the application, counselors said, it would ease the application process for students. One counselor noted that Common App now has a list of schools that have guaranteed admission, and that it would be helpful to have this information on hand. ICCUs that do not use Common App but rather their own application may create a barrier for students. One counselor noted that the UC has created a video tutorial for completing its application and that the ICCU institutions could

create a similar video tutorial for completing their own applications for students who may have trouble making it to the transfer center for help.

Dual Admission Strategies

One of the goals of the regional transfer partnership project was to gauge interest in dual admission strategies. While there may be variations, such strategies recruit high school students to simultaneously apply for admission to a community college and four-year institutions, with an understanding that the student will complete the first two years at the community college and the remaining two years at the four-year institution. The Governor's Council for Post-Secondary Education recommended that the public systems provide an option for a dual admission pathway, and the Governor's 2021–22 state budget establishes a dual admission pathway for CSU and UC, to begin in the 2023–24 academic year. Through this program, first-time freshmen would be able to have guaranteed admission to a CSU or UC campus of the student's choice upon completion of an ADT or another transfer pathway at a community college.

Many of the institutions were eager to learn more about these types of programs and what is necessary to establish them. At the Inland Empire regional meeting, staff from La Sierra University presented details of their new dual admission program; at the Los Angeles regional meeting, community college stakeholders shared information about a program at Loyola Marymount University (LMU). While ICCU participants were interested in these programs, some noted that dual admission likely involves substantial staff time from both sectors, and that it is unclear if the program costs would be financed through one or both sectors.

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La Sierra University, located in Riverside County, shared information about a new dual admission program that it began in 2021. The university's program, Guided Pathways/STEM Pathways, is for certain STEM majors and works with any community college; staff noted that La Sierra University is interested in expanding the program to non-STEM majors in the future. The current program works in three different ways: 1) recruiting K–12 students into a 2+2 pathway, 2) contacting community college students early in their career and advising them into a 2+2 pathway, and 3) adhering to a Guided Pathways STEM curriculum for entering freshman at the university. Currently, the university is operating the program only in the second and third modalities, it has plans to recruit high school students directly in the future. Through the program, students follow a designated pathway/course sequence and are guaranteed both admission to La Sierra and the ability to enroll in the prescribed course sequence upon enrollment to ensure they complete their degree in a timely fashion.

Along with this work, La Sierra has developed a robust program mapper that is aligned to the course identification number system at community colleges. The institution pairs the program with direct communication to

community college transfer center directors to provide resources on the program and to get information to students early in their community college career. La Sierra also has created a video that walks students through the 2+2 Pathways program. Additionally, the university has plans to develop an onsite presence at colleges within Riverside Community College District once pandemic restrictions are eased. La Sierra University staff noted that communicating student fit is important and that the program emphasizes that a current community college student is already a La Sierra student and has access to La Sierra resources. For data tracking purposes, the university also enrolls these 2+2 students in a noncredit course at La Sierra while they are completing their coursework at community colleges.

Staff from Loyola Marymount University in Los Angeles were not able to attend the regional meeting but several community colleges noted that the university has reached out to them about a dual admissions program called the LMU Transfer Pathway. This program allows high school students who applied to LMU but were not admitted as freshman to complete one year at a community college and then transfer to LMU. Students must earn the minimum cumulative GPA outlined for the specific major in the transfer agreement and must complete a minimum of 30 transferable units (including any coursework required by the major). Certain STEM and film majors are not eligible for the guaranteed admission. This program has been promoted as a good model by advocates in the field. Several institutions in the Los Angeles region were interested in finding out more about this approach.

Implementation Challenges

One of the most significant challenges in this project has been coordinating with community college and ICCU stakeholders. Community college stakeholders noted that their time is extremely limited, and they do not have the bandwidth to participate in new programs. While ICCU staff were eager to participate, they also have many demands on their time. Finding common meeting times was challenging. Another barrier is the perception among community college participants that independent institutions are too expensive and that it is not advisable to encourage their low-income students to pursue these colleges because it will result in excessive debt upon graduation. A third challenge is the perception of some independent institutions that the main barrier to transfer is lack of knowledge among community college counselors and students about their institutions. This perception appears to signal that some institutions feel that they do not need to change any institutional practices to increase transfer enrollment, when many institutional practices were, in fact, identified as making transfer to some independent institutions difficult for students.

All regions stressed that the lack of centralized information about independent institutions is a barrier to transfer. Unlike the public four-year institutions, independent colleges and universities are not included in the ASSIST platform, which provides information to students and counselors about which credits will articulate to a four-year college. However, integrating ICCUs into ASSIST or scaling up the use of an alternative articulation platform like TES or Transferology will be difficult. Integration into ASSIST could be expensive and technologically complicated, as well as other potential

governance issues. The alternative platforms are not as familiar to community college counselors and would not allow for counselors to easily compare ICCUs to CSUs and UCs. A program mapper tool would be helpful but would likely take substantial time and resources to develop unless institutions reform and unify certain requirements, such as harmonizing with IGETC or CSU Breadth requirements. Because each independent college has unique requirements, it is likely that the program mapper would have to be developed for each institution and be updated frequently. This would require either a time commitment from each college or staff time from the AICCU; the latter option would likely need to have associated funding. Creating the program mapper tool would also involve contracting with an outside party to develop the website or alternative platform.

The communication strategies discussed, including college fairs and campus visits, could likely resume with the easing of the pandemic. Increasing the meeting frequency between ICCUs and community college counselors will be a challenge because of limited bandwidth of the community college personnel. It is not clear that there is a role for AICCU in these communication efforts, short of offering to convene meetings between the sectors.

Many institutions were interested in the dual admission strategy and would like to understand more about how this process works. Building and scaling a program similar to the one being implemented at La Sierra University would involve substantial college resources, and also would rely on course availability in all majors at the transfer receiving institution. Developing this strategy more robustly in the regions would likely necessitate conversations with not only the community college stakeholders but also K–12 staff. This prospect may be more difficult in areas like Los Angeles, where there is a plethora of K–12 schools, and coordinating between the multiple schools, community colleges, and ICCUs would require substantial staff time and planning. It may be worthwhile to begin conversations with the CSU and UC to ascertain how they are planning to implement the dual admission strategy included in the state budget and try to build off that model.



La Sierra University

National Student Clearinghouse Data Collection and Regional Trends

The Statewide Baseline Report (referred to as the "Statewide report") includes overall data from public, private for-profit, and private nonprofit (or independent) institutions in California. The Statewide report, provided as an appendix to this brief, includes several enrollment and completion trends including:

1. Enrollment, transfer, and graduation rates of all students
2. Enrollment, transfer, and graduation rates of underrepresented minority (URM) students
3. Enrollment, transfer, and graduation rates by institution type (public four-year institutions, private nonprofit institutions)
4. Enrollment, transfer, and graduation rates for select student populations (Black students, Hispanic students, adult students, and male students)
5. Enrollment, transfer, and graduation rates for liberal arts majors

Some institutions in each region provided authorization for their data to be pulled and analyzed from the National Student Clearinghouse; these institutions received an institutional report that shows how their data compares to the statewide trends in the categories above. Regional summaries of the data were provided to AICCU staff by Ithaka S+R, which allowed staff to create regional profiles for the Inland Empire and Los Angeles. (In San Diego, only two institutions participated in the data pull, which was insufficient to create a regional report.) Because data in the regional reports summarize independent, nonprofit institution-level trends, only the statewide summary results are displayed below.

Statewide Data Trends, Guide to Interpretation, and Caveats

The data in the Statewide report are based on end-of-term enrollment files from 2013 to 2017 and spring end-of-term graduation files from 2017 to 2021. Data displayed for 2017 include the number of students that transferred in that year, the number of transfer students who completed a bachelor's degree four years later (by spring 2021), and the transfer completion rate (share of transfers that completed) by spring 2021.

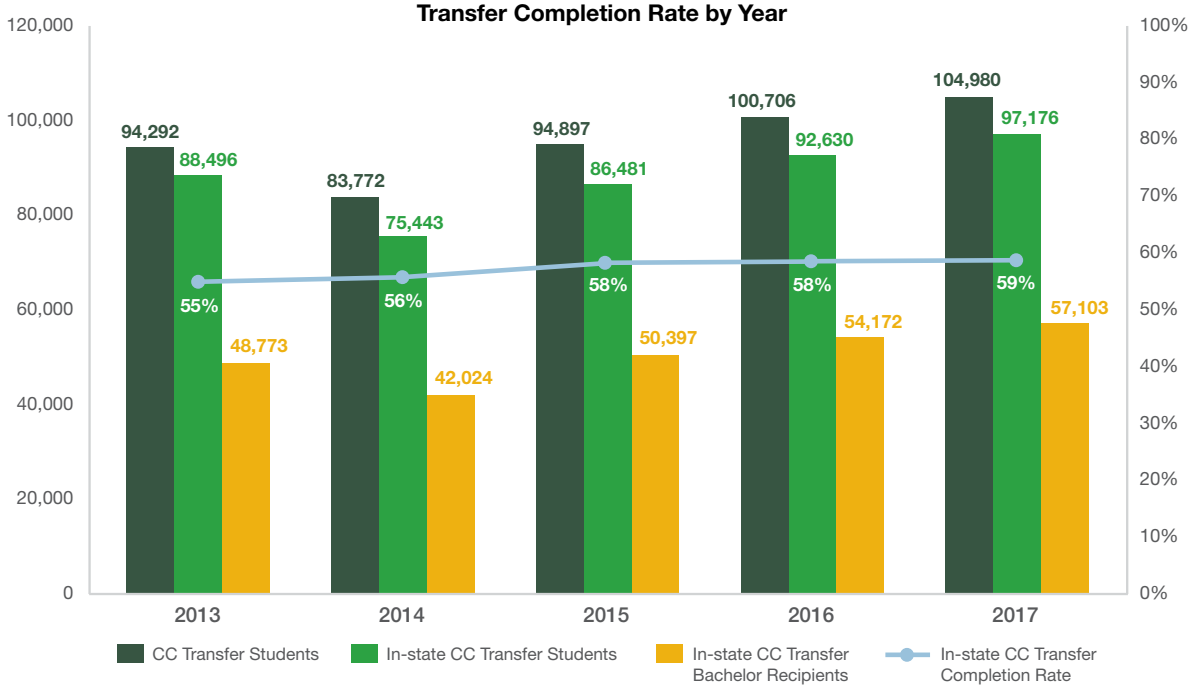
Several of the ICCUs that have participated in the regional project were not included in this report because they began submitting data to the Clearinghouse after the years of focus. The summary data on independent institutions include 23 institutions statewide that are not part of AICCU and do not include 15 institutions that are part of the AICCU (because they lacked data for the years of reporting). Because of these factors, the data reported for nonprofit institutions should not be confused with a trend for all AICCU institutions.

The Statewide report shows that overall transfer completion rates are improving, from 55% in 2013 to 59% in 2017 (completion by 2021). The transfer completion rate for underrepresented minority (URM) students have made similar gains, although they remain below total graduation rates. Data broken out by sector show that public four-year colleges have higher transfer graduation rates (62% in 2017) than the rates for independent nonprofits (41% in 2017). However, results varied widely across institutions from a low of 8% to a high of 87%.

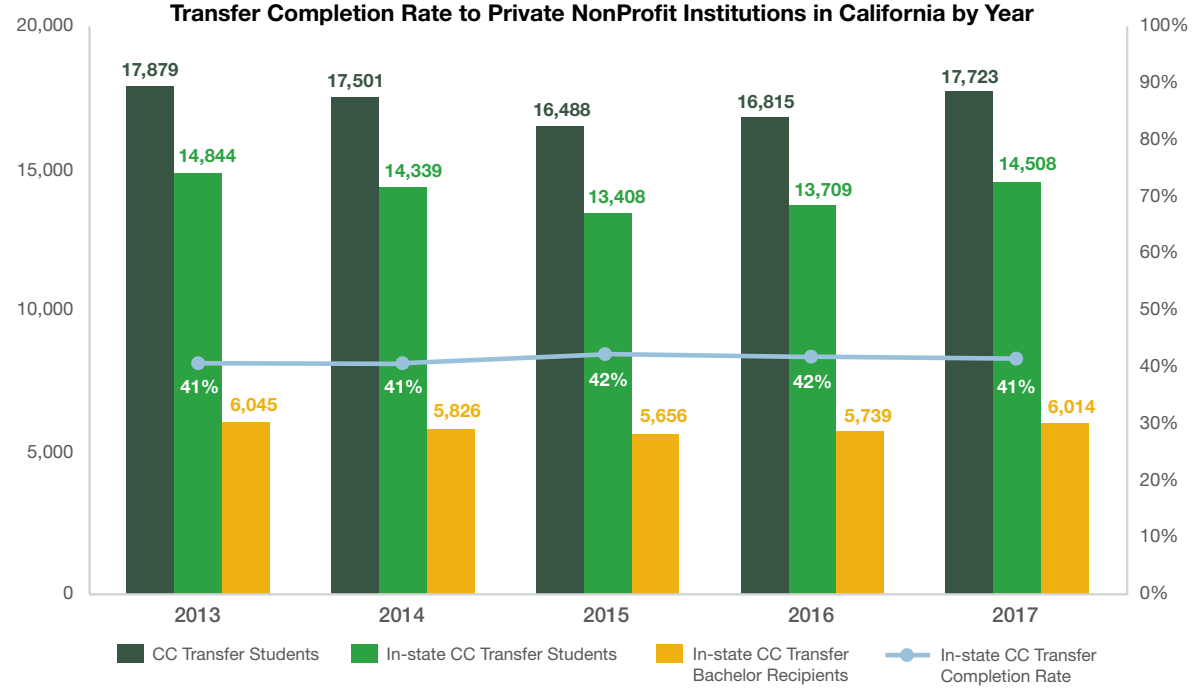
> Adult enrollment at the community colleges is declining, but many adults in the state do not have a degree—suggesting an opportunity exists to recruit, enroll, and transfer adult students.

The report provided an analysis of three other populations: male students, liberal arts majors, and adults over the age of 25. The trend for male students is similar to overall enrollment with increases in the completion rate gradually over time. The completion rate for male students in 2017 was 58%, slightly below the statewide average. The completion rate for liberal arts majors is above that of the total population and also has been increasing over time; in 2017 the completion rate for liberal arts majors was 62%. This finding indicates that liberal arts-focused transfer students are better able to reach completion than transfer students in other majors, and it may be worthwhile to explore why these students are better able to reach their goals. In contrast, the completion rate for adults over the age of 25 is below the rate for all students at 49%, although this rate has been increasing over time. One contributing factor could be that adult enrollment at the community colleges is declining; from 2015 to 2021 there was a 16% decline in the adult population enrolled at the community colleges.[12] Despite declining enrollment, data compiled by California Competes shows that many adults in the state do not have a degree and that, therefore, there may be untapped demand; bachelor's degree attainment statewide is only 35.3%. This finding suggests further opportunities exist to recruit adult transfer students and to target supports to them. These data could serve as a conversation point between ICCUs and transfer staff at the community colleges, who may be able to provide qualitative information about why older students are not transferring to ICCUs.[13]

California Community College Transfers, Transfer Bachelor's Recipients and Transfer Completion Rate by Year



California Community College Transfers, Transfer Bachelor's Recipients and Transfer Completion Rate to Private NonProfit Institutions in California by Year



Note: Transfer Bachelor Recipients and Transfer Completion Rates are for students starting in the year of reference on the chart and completing within four years (2017 data correspond to completion by spring of 2021, yellow bar and blue line).
Source: National Student Clearinghouse, data analysis provided by Ithaka S+R., https://sr.ithaka.org/liberal-arts-transfer-pathways/

Next Steps

This project identified several cross-cutting themes and strategies that could be utilized in other regions or scaled on a statewide basis. AICCU is discussing the options for moving forward with this work and opportunities for funding the efforts, including seeking grant funding and legislative and budget support by the state.

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Articulation was a major area of concern in all regions, and stakeholders noted the need for more transparency about which courses transfer and whether they articulate as meeting general education and major requirements at the receiving institution. One strategy to address this issue is to integrate ICCU institutions into the ASSIST platform. Members of the AICCU staff are in communication with the University of California Office of the President, which maintains the platform, about ways to collaborate and have been in discussion with various state agency staff and others about the possibilities of securing funding for this important work.

Another articulation strategy is to convene faculty groups across sectors to discuss alignment of course learning outcomes, which could increase the number of credits that articulate. Some stakeholders were in favor of cross-sector meetings between discipline faculties to discuss the norming of curriculum and assessment. However, as noted above, community college staff have limited time, and participation in these meetings might necessitate offsetting their workload in other areas. Participants noted that this work could be aided by the recent legislation requiring community colleges to create a common course numbering system by 2024 (AB 1111, Berman, 2021). Additionally, the newly created Associate Degree for Transfer Intersegmental Implementation Committee (established by AB 928, Berman, 2021), will seek to provide recommendations on issues impeding the scaling of ADT and streamlining transfer across segments for students. The committee will include representation from AICCU.

Communication strategies identified differed in the regions; creating campus tours for community college students and counselors was enthusiastically supported in the Inland Empire but was less supported in the other regional meetings. Some communication strategies were suggested in all regions, such as increasing ICCU presence at regional college fairs and ICCU staff participation in regional collaboratives; for these, the role the AICCU organization

would play is unclear. While on-the-ground institutional presence is better achieved through direct campus collaboration, there is a role the AICCU organization could play in disseminating information more broadly about ICCUs. The creation of a centralized platform for information about applications, articulation, cost, and available financial aid will require a commitment of funding. AICCU will look to grant funding from foundations to support this work.

At minimum, the regional meetings of the Regional Transfer Pathways Project confirmed that there are gaps in the current community college transfer system, particularly as it relates to transfer to independent four-year colleges or universities. Independent colleges and universities are critical to creating sufficient access to higher education, particularly on a regional level, for California students. Increasing transfers and strengthening the transfer pipeline is a priority for policymakers, AICCU, and AICCU member institutions. By improving transfer pathways to independent institutions, we can ensure that California higher education serves all students and that it meets demand for educated workers across our state.



Pomona College

Endnotes

1 AICCU 2022 Impact Report, https://cdn.ymaws.com/aiccu.edu/resource/resmgr/publications/2022/impactreport2021_final3.pdf

2 National Student Clearinghouse, "Covid-19 Transfer, Mobility, and Progress," May, 3, 2022, https://nscresearchcenter.org/transfer-mobility-and-progress

3 Johnson, Hans et. al "Higher Education as a Driver of Economic Mobility," Public Policy Institute of California, https://www.ppic.org/publication/higher-education-as-a-driver-of-economic-mobility

4 IPEDS Fall 2020 12-month Enrollment, and IPEDS Spring 2021, Fall Enrollment component: Full-time transfer-in degree/certificate seeking undergraduate men and women enrolled for credit in the fall of the academic year, https://nces.ed.gov/ipeds/use-the-data

5 The transfer admission rate at UC Riverside has declined from 72% to 64% from 2010 to 2020. The transfer admission rate for CSU San Bernardino declined from 2014 to 2019 and then increased dramatically by 2021. CSU San Bernardino is also considered an "impacted campus" for both freshman and transfer students, meaning it receives more eligible applications during the initial application filing period than can be accommodated in the incoming class. The campus is impacted at both the campus and program level for five specific majors. Sources: UC Infocenter, Transfer Fall Admission Summary, https://www.universityofcalifornia.edu/about-us/information-center/transfer-admissions-summary; CSU San Bernardino Statistical FactBook New Students, Applied, Admitted and Enrolled (Fall Terms), https://www.csusb.edu/institutional-research/statistical-factbook; and Transfer Impaction Criteria, https://www.csusb.edu/admissions/apply-csusb/transfer-students/transfer-impaction-criteria

6 The Los Angeles area includes the following CSUs: CSU Los Angeles, Dominguez Hills, Long Beach, Fullerton, Pomona, and Northridge. The following are impacted in all majors: Fullerton, LA, and Long Beach. In addition, Northridge and Pomona are impacted for upper division transfer students, leaving only one campus in the LA area that is not impacted for transfer students. San Diego State University is impacted in all majors and CSU San Marcos is impacted for upper division transfer students. https://www.calstate.edu/attend/degrees-certificates-credentials/Pages/impacted-degrees.aspx. The transfer admit rate for the three UCs in the LA area (Irvine, UCLA, and Santa Barbara), have all declined since 2010; the transfer admit rate for UCLA is now at only 21%. The transfer admit rate at UC San Diego is almost the same as it was in 2010—it dropped dramatically in 2012 but has slowly rebounded since that time. https://www.universityofcalifornia.edu/about-us/information-center/transfer-admissions-summary

ENDNOTES

7 A recent AICCU report on the ADT shows that the number of reported ADT admits has increased from 869 unduplicated admitted ADT students in 2018–19 to 2,898 unduplicated admitted ADT students in 2021–22—an overall increase of over 233%. https://cdn.ymaws.com/aiccu.edu/resource/resmgr/publications/2022/adtreport_fall_2021_spring_2.pdf The ADT picture is complex, while many ICCUs accept individual ADT, a smaller subset have signed a memorandum of understanding with the California Community College Chancellor's Office: https://cccco-media.imgix.net/CCC-Transfer-Flat-File-3.17.22.pdf; https://www.cccco.edu/-/media/CCCCO-Website/Files/Educational-Services-and-Support/Transfer-and-Articulation/aiccu-cccco-mou-signed-a11y.pdf?la=en&hash=E5BBEE63B263886124E454561FE499EDD0239CFD. During the course of the regional meetings, some ICCUs mentioned that facets of the MOU are problematic for their institutions even though the institution does accept ADTs.

8 ADTs do not supersede or eliminate existing local associate degrees and are not available in all major areas. ADTs are created through a Transfer Model Curricular (TMC) process, first approved by the appropriate discipline group and then by an intersegmental oversight group representing the California Community Colleges (CCC) and CSU Academic Senates. ADTs are then approved by the CCC Chancellor's Office. In contrast to ADTs, local associate degrees are created and approved by local academic senates at each college. Some transfer receiving institutions may prefer local associate degrees, and some work with the community college feeder institutions in their area to develop specific local degrees that meet the curricular needs of the receiving college major requirements. For example, San Diego State has a Local Transfer Admission Guarantee for colleges in the local admission area. Legally, California Community Colleges may award associate degrees to students based on the philosophy and requirements for the degrees in Title 5 § 55061-55063. Sources: Academic Senate for California Community Colleges, https://www.ccccurriculum.net/degrees; CCC Program and Course Approval Handbook, https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_Report_Program_Course_Approval-web-102819.pdf?la=en&hash=06918DD585E9F8C0805334FEA3EB1E6872C22F16; San Diego State, https://admissions.sdsu.edu/transfers/transfer-pathways

9 ASSIST is a platform that allows community college transfer counselors and students to review established transfer pathways to the UC and the CSU systems. There is currently a proposal in the Governor's May Revision to the proposed 2022–23 budget to provide funding to include independent higher education institutions in the ASSIST platform; however, whether it remains in the final budget deal is uncertain. California Budget, May Revision 2022–23, https://www.ebudget.ca.gov/FullBudgetSummary.pdf

10 TES and Transferology are both products of CollegeSource. TES is a system for researching and tracking course equivalencies while Transferology is a network and recruitment tool that provides students with information about how credits and other learning experiences will transfer to higher education institutions within the network.

ENDNOTES

11 Extended Opportunity Programs and Services, or EOPS, is for low-income and educationally disadvantaged students, https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Student-Service/What-we-do/Extended-Opportunity-Programs-and-Services; TRIO programs are federal programs to increase access to higher education for economically disadvantaged students, https://www2.ed.gov/about/offices/list/ope/trio/index.html

12 California Community College Datamart, Students/Headcounts, students aged 25 through 50+, https://datamart.cccco.edu/Students/Default.aspx

13 California Competes, "Postsecondary to Prosperity: Examining California's Opportunity Landscape," July 2020, https://californiacompetes.org/p2p/regions?region=statewide

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California State University San Bernardino, Office of Institutional Research & Analytics, Statistical Factbook, https://www.csusb.edu/institutional-research/statistical-factbook and Transfer Impaction Criteria, https://www.csusb.edu/admissions/apply-csusb/transfer-students/transfer-impaction-criteria

Extended Opportunity Programs and Services (EOPS), https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Student-Service/What-we-do/Extended-Opportunity-Programs-and-Services

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IPEDS Fall 2020 12-month Enrollment, and IPEDS Spring 2021, Fall Enrollment component: Full-time transfer-in degree/certificate seeking undergraduate men and women enrolled for credit in the fall of the academic year, https://nces.ed.gov/ipeds/use-the-data

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IPEDS, unduplicated headcount for 2020; Grand total men and women enrolled for credit during the 12-month reporting period; Fall 2020 12-month Enrollment (E12) component, https://nces.ed.gov/ipeds/use-the-data

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La Sierra University, Transfer Equivalencies, https://lasierra.edu/records-office/transcripts-transfers/transfer-equivalencies

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APPENDIX

Transfer Pathways to the Liberal Arts Initiative

State Baseline Report: California



ITHAKA S+R

Project Overview

The Transfer Pathways to the Liberal Arts initiative, funded by the Teagle Foundation and Arthur Vining Davis Foundations, supports statewide, regional, or consortial academic partnerships between public two-year and private four-year colleges to facilitate transfer and completion of the baccalaureate in the liberal arts. Ithaka S+R, a nonprofit research and advising organization and the foundations' independent evaluator, is conducting a three-year mixed methods assessment of the initiative. A major component of the assessment is to provide grantees with historical state-and institution-level data from the National Student Clearinghouse on enrollment, transfer, and graduation of community college students in their settings. These baseline reports offer grantees a starting point against which to track progress and measure the initiative's impact in the years ahead through their own regular reporting. Ithaka S+R will develop reporting templates to facilitate that process in the next stage of the assessment in early 2022.

State Baseline Report Overview

This report presents the following state-level data based on fall end-of-term enrollment files from 2013 through 2017 and spring end-of-term graduation files from 2017 through 2021:

- **CC Transfer Students:** Number of students who attended community college(s) in your state and transferred in the given year to a four-year institution anywhere within six years of starting community college.
- **In-state CC Transfer Students:** Number of students who attended community college(s) in your state and transferred in the given year to a four-year institution in your state within six years of starting community college. This count is a subset of CC Transfer Students.
- **In-state CC Transfer Bachelor Recipients:** Number of students who attended community college(s) in your state, transferred in the given year to a four-year institution in your state within six years of starting community college, and completed a bachelor's degree within four years of entering the baccalaureate-granting institution. This count is a subset of In-state CC Transfer Students.
- **In-state CC Transfer Completion Rate:** Share of in-state community college transfer students in the given year (i.e., In-State CC Transfer Students) who completed a bachelor's degree within four years of entering the baccalaureate-granting institution (i.e., In-state CC Transfer Bachelor Recipients).

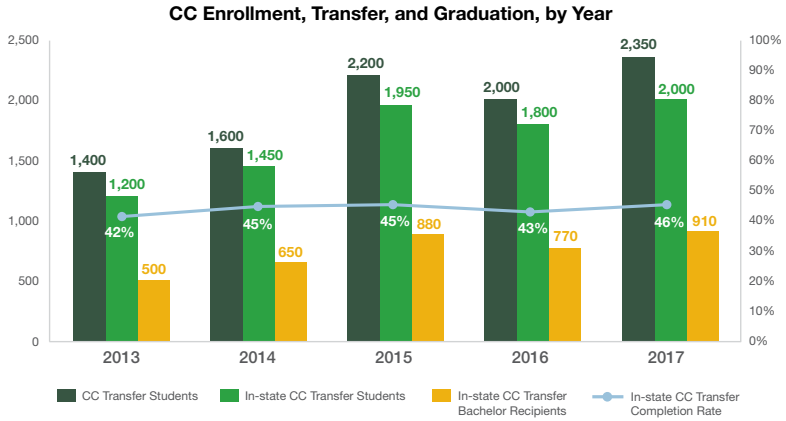
Please refer to page 33 for legend details and instructions on how to interpret the results.

The data are presented across the entire state sample, as well as for the following institutional and student subsamples to uncover potential disparate outcomes among particular subgroups in your state:

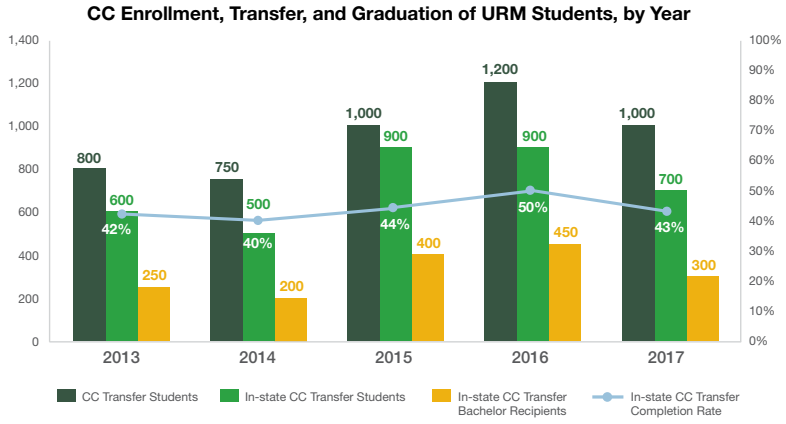
- Public institutions
- Private not-for-profit institutions
- Students from underrepresented racial and ethnic minority groups (i.e., IPEDS categories of American Indian or Alaska Native, Black or African American, Hispanic, or Native Hawaiian or other Pacific Islander)
- Black students
- Hispanic students
- Male students
- Adult students (i.e., aged 25 and older as of December 31 of the corresponding year)
- Students with a liberal arts major (i.e., CIP codes we identified as part of the liberal arts). A student's major is determined at the time of the fall term of interest. This means that for the liberal arts major graph on page 34, the variables capture the number of transfers (regardless of CC major) in liberal arts majors at the four-year institution. As a result, In-state CC Transfer Bachelor Recipients does not necessarily capture the degree a student completed if it is in a field of study that is different from what their primary major was in the fall term that they transferred.

Counts less than ten are suppressed. In-state CC Transfer Students counts ten or greater are also suppressed in cases where In-state CC Transfer Bachelor Recipients counts are already suppressed.

Example Graph 1



Example Graph 2



NOTE: The example graphics on this page are populated with fake data.

Legend details

The height of the bars represents year-by-year community college transfer enrollment both overall and in-state, and graduation counts across your state. The percentages above the points on the trend line represent the share of in-state community college transfer students who completed a bachelor's degree within four years of entering the baccalaureate-granting institution.

How to interpret results within a year

In the fall of 2017, there were 2,350 students who had enrolled at a community college in the state within the last six years and then transferred, in 2017, to a four-year institution anywhere (dark green bar). Of those 2,350 transfer students, 2,000 transferred to a four-year institution within the state (light green bar). And of those 2,000 in-state transfer students, 910 completed a bachelor's degree from that institution within four years by spring of 2021 (yellow bar).

How to interpret results across years

Between 2013 and 2017, the number of students enrolled at a community college in the state who transferred to any four-year institution increased from 1,400 to 2,350. This included an increase from 1,200 to 2,000 in the number of students who transferred to a four-year institution within the state. The number of in-state transfers who completed a bachelor's degree within four years increased from 500 to 910, i.e., the four-year completion rate for those in-state transfer students increased four percentage points from 42% in 2017 to 46% in 2021.

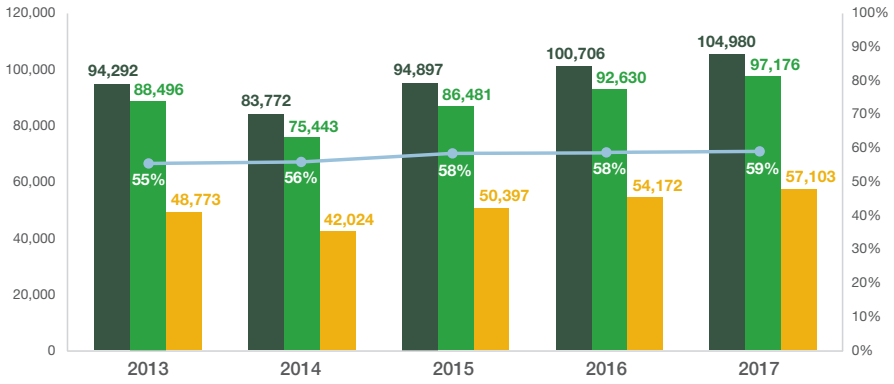
How to interpret results in relation to the graph of the entire sample

All counts included in graphs presenting data for institutional subsamples (e.g., public four-year institutions) or student subsamples (e.g., URM students) are subsets from the entire sample, for the corresponding measure and year.

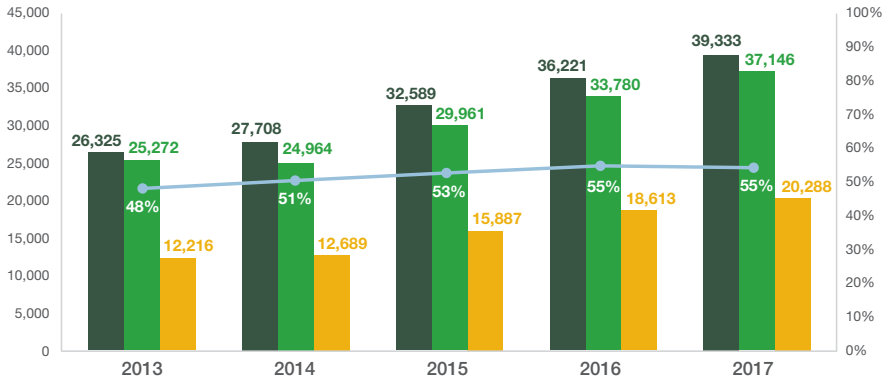
For example, of the 2,350 students who had enrolled at a community college in the state within the last six years and then transferred to a four year institution anywhere (see Example Graph 1, year 2017), 1,000 were URM students. Further, 700 of the 2,000 in-state transfer students in 2017 were URM students; 300 of the 910 in-state transfer students who completed a bachelor's degree by spring of 2021 were URM students. As such, the in-state transfer completion rate for URM students who transferred in 2017 was 43% (see Example Graph 2).



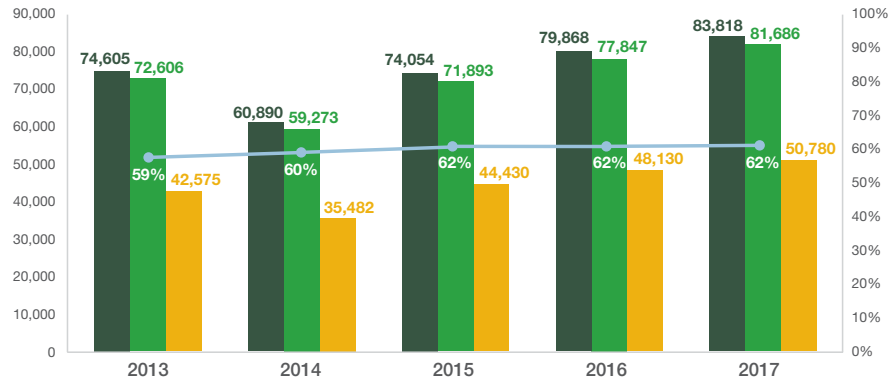
CC Enrollment, Transfer, and Graduation, by Year



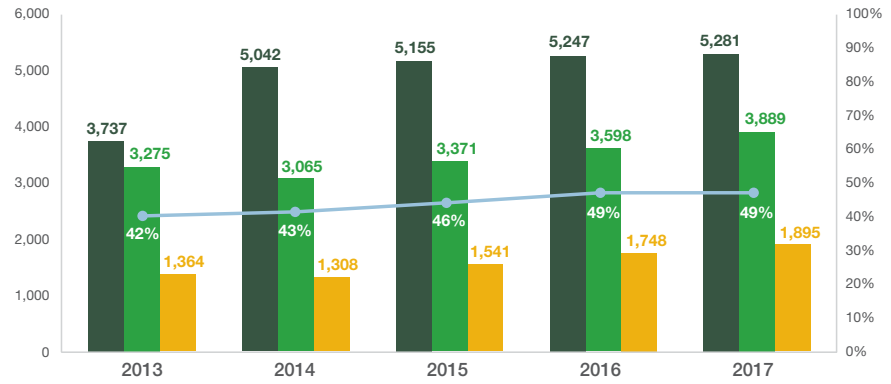
CC Enrollment, Transfer, and Graduation of URM Students, by Year



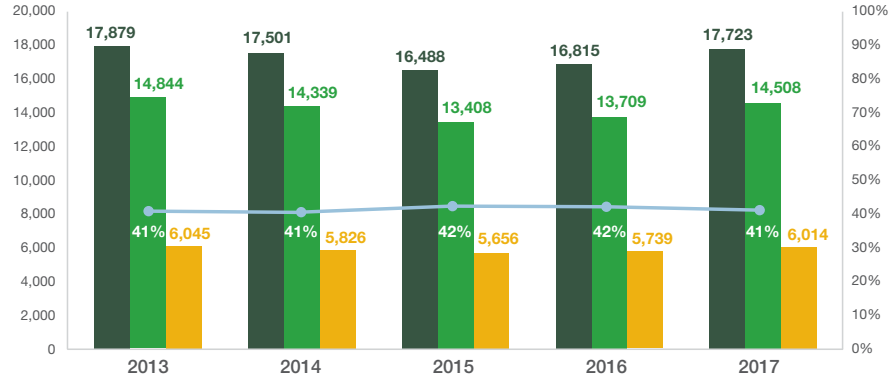
CC Enrollment, Transfer, and Graduation at Public Four-year Institutions, by Year



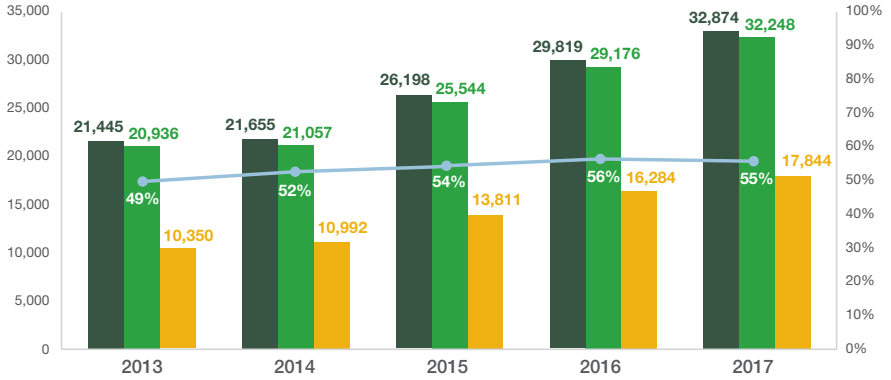
CC Enrollment, Transfer, and Graduation of Black Students, by Year



CC Enrollment, Transfer, and Graduation at Private NFP Four-year Institutions, by Year



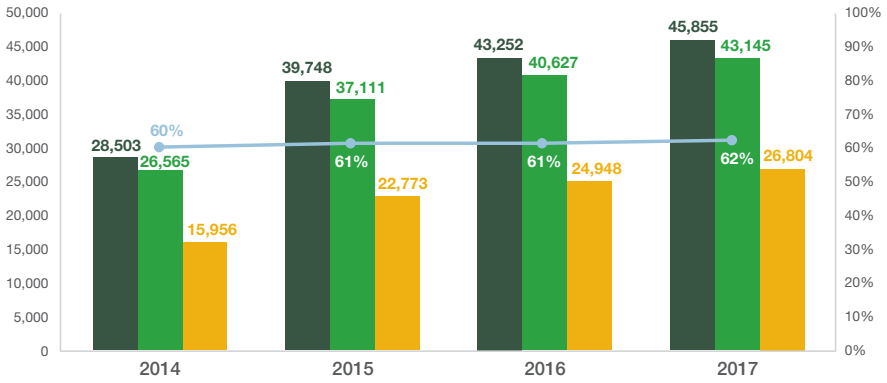
CC Enrollment, Transfer, and Graduation of Hispanic Students, by Year



Note: In-state CC Students counts in this graph are equal to In-state CC Students counts across the entire sample to easily compare transfer and graduation counts at public and private not-for-profit institutions.

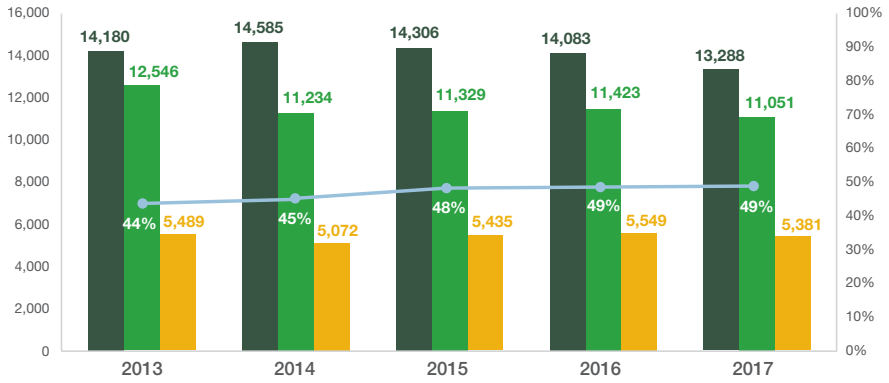


CC Enrollment, Transfer, and Graduation of Liberal Arts Majors, by Year

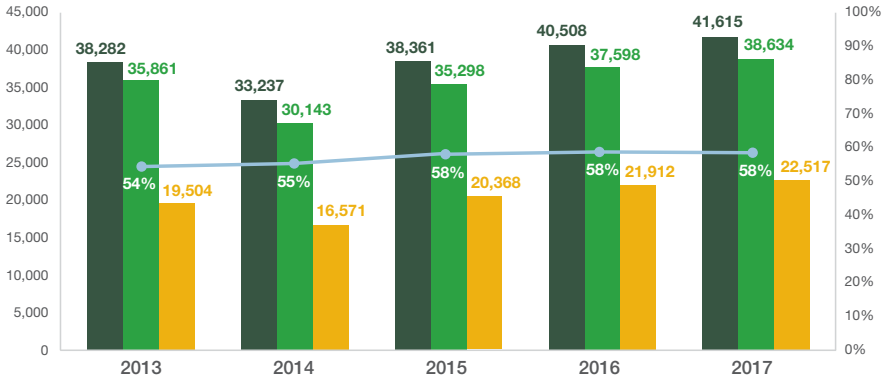


Note: The Clearinghouse did not begin collecting program-level information until 2014 so 2013 has been excluded from this graph.

CC Enrollment, Transfer, and Graduation of Adult Students, by Year



CC Enrollment, Transfer, and Graduation of Male Students, by Year





AICCU | 1121 L Street, Suite 802 | Sacramento, CA | 95814 | 916.446.7626 | **aiccu.edu**