SDCCD Transfers: A Longitudinal Perspective

Office of Institutional Research & Planning
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One of the core missions of the community college system is to transfer students to 4-year institutions. Tracking and measuring this outcome is critical for determining programs and interventions that positively impact transfer.

The report provides a longitudinal perspective of student transfer patterns from two different perspectives:

- Volume (number of students who transfer), and
- Rate (percent of a predefined cohort who transfer).

The report includes transfer volume and rate districtwide, by college and statewide, as well as by gender and ethnicity.
Transfer Volume
SDCCD student data were matched to National Student Clearinghouse data from 4-year institutions.

Transfer Volume = annual count of transfers to 4-year institutions

Transfer Volume Student Characteristics:
- Transferred within three semesters following the last semester enrolled at either City, Mesa or Miramar
- Completed 12 or more cumulative transferrable units earned within 12 consecutive semesters
Transfer Volume by College

City College
Mesa College
Miramar College
All Colleges

2004-2005: 361, 1,060, 262
2005-2006: 374, 1,104, 284
2006-2007: 426, 1,137, 320
2007-2008: 484, 1,217, 367
2008-2009: 497, 1,267, 431

2004-2005: 1,683
2005-2006: 1,762
2006-2007: 1,883
2007-2008: 2,068
2008-2009: 2,195
Transfer Volume by Gender & Ethnicity

- On average, 52% of transfers districtwide were female and 48% were male.

- Transfer volume increased for both male (31%) and female (30%) students between 2004/05 and 2008/09.

- On average, White students constituted half (50%) of the transfer population over five years.

- Both Latino (14%) & Asian/Pacific Islander students (13%) had the next highest number of transfers over five years.

- The number of Latino students transferring increased the most (87%) which is consistent with the increase in Latino student enrollment.
## Transfer Volume by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2004-2005 Counts</th>
<th>2008-2009 Counts</th>
<th>Average Proportion of Transfer by Segment</th>
<th>% Change 04/05-08/09 By Segment</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>74</td>
<td>100</td>
<td>4%</td>
<td>35%</td>
</tr>
<tr>
<td>American Indian</td>
<td>13</td>
<td>15</td>
<td>1%</td>
<td>15%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>204</td>
<td>277</td>
<td>13%</td>
<td>36%</td>
</tr>
<tr>
<td>Filipino</td>
<td>88</td>
<td>117</td>
<td>5%</td>
<td>33%</td>
</tr>
<tr>
<td>Latino</td>
<td>178</td>
<td>333</td>
<td>14%</td>
<td>87%</td>
</tr>
<tr>
<td>White</td>
<td>911</td>
<td>1,060</td>
<td>50%</td>
<td>16%</td>
</tr>
<tr>
<td>Other</td>
<td>63</td>
<td>68</td>
<td>3%</td>
<td>8%</td>
</tr>
<tr>
<td>Unreported</td>
<td>152</td>
<td>225</td>
<td>10%</td>
<td>48%</td>
</tr>
<tr>
<td>Total</td>
<td>1,683</td>
<td>2,195</td>
<td>100%</td>
<td>30%</td>
</tr>
</tbody>
</table>
Transfer Rate
Transfer Rate Parameters

- Data are from State Chancellor’s Office Data On Demand system.

- Transfer rate = successful transfer to a 4-year institution within six years.

- Transfer Rate Student Characteristics
  - First-time students, who completed 12 units, and who attempted a degree, certificate or transfer course.
Transfer Rates by Gender & Ethnicity

- The average transfer rates for females (41%) are higher compared to males (36%) districtwide.

- The difference in transfer rates between females and males is consistent with the difference in success and retention rates for both groups districtwide.

- Asian/Pacific Islander (47%) and Filipino (49%) had the highest average transfer rates among ethnic groups over five years.

- The average transfer rate for Latino students (28%) was fairly consistent with the average statewide rate for Latino students (30%).
## Transfer Rates by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2000-01 to 2005-06</th>
<th>2001-02 to 2006-07</th>
<th>2002-03 to 2007-08</th>
<th>College Average 00/01 - 02/03</th>
<th>Statewide Average 00/01 - 02/03</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>29% (N=506)</td>
<td>29% (N=477)</td>
<td>26% (N=465)</td>
<td>28% (N=483)</td>
<td>34%</td>
</tr>
<tr>
<td>American Indian</td>
<td>24% (N=49)</td>
<td>36% (N=45)</td>
<td>40% (N=35)</td>
<td>33% (N=43)</td>
<td>32%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>49% (N=904)</td>
<td>47% (N=844)</td>
<td>46% (N=881)</td>
<td>47% (N=876)</td>
<td>47%</td>
</tr>
<tr>
<td>Filipino</td>
<td>47% (N=410)</td>
<td>49% (N=452)</td>
<td>49% (N=464)</td>
<td>49% (N=442)</td>
<td>39%</td>
</tr>
<tr>
<td>Latino</td>
<td>31% (N=1,178)</td>
<td>28% (N=1,166)</td>
<td>26% (N=1,284)</td>
<td>28% (N=1,209)</td>
<td>30%</td>
</tr>
<tr>
<td>White</td>
<td>40% (N=2,370)</td>
<td>40% (N=2,247)</td>
<td>41% (N=2,281)</td>
<td>40% (N=2,299)</td>
<td>42%</td>
</tr>
<tr>
<td>Other</td>
<td>39% (N=410)</td>
<td>39% (N=342)</td>
<td>42% (N=325)</td>
<td>40% (N=359)</td>
<td>47%</td>
</tr>
<tr>
<td>Unreported</td>
<td>45% (N=278)</td>
<td>40% (N=316)</td>
<td>41% (N=299)</td>
<td>42% (N=298)</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>39% (N=6,105)</td>
<td>38% (N=5,889)</td>
<td>38% (N=6,034)</td>
<td>39% (N=6,009)</td>
<td>41%</td>
</tr>
</tbody>
</table>

N equals the initial cohort size of students
Conclusions

- The top 4-year transfer institution overall was San Diego State University (SDSU) based on number of students transferring.

- Both Asian/Pacific Islander and Filipino students displayed the highest transfer rates, whereas African American and Latino students showed the lowest transfer rates.

- The transfer volume data showed that the majority of SDCCD transfers were to San Diego State University (SDSU) and University of California, San Diego (UCSD), with 80%, on average, going to these two institutions over the last five years.
1. Learning Communities that focus on transfer for underrepresented populations.

2. Transfer events and activities (e.g. Transfer Day, transfer newsletters)

3. Inclusive articulation and transfer efforts

4. A culture of transfer where transfer is everyone’s business and prioritized as such.

5. Pairing of Career and Transfer Centers

6. Student focused/student success oriented