THE TRANSFER VELOCITY PROJECT: NEW INSIGHTS INTO TRANSFER PATHWAYS

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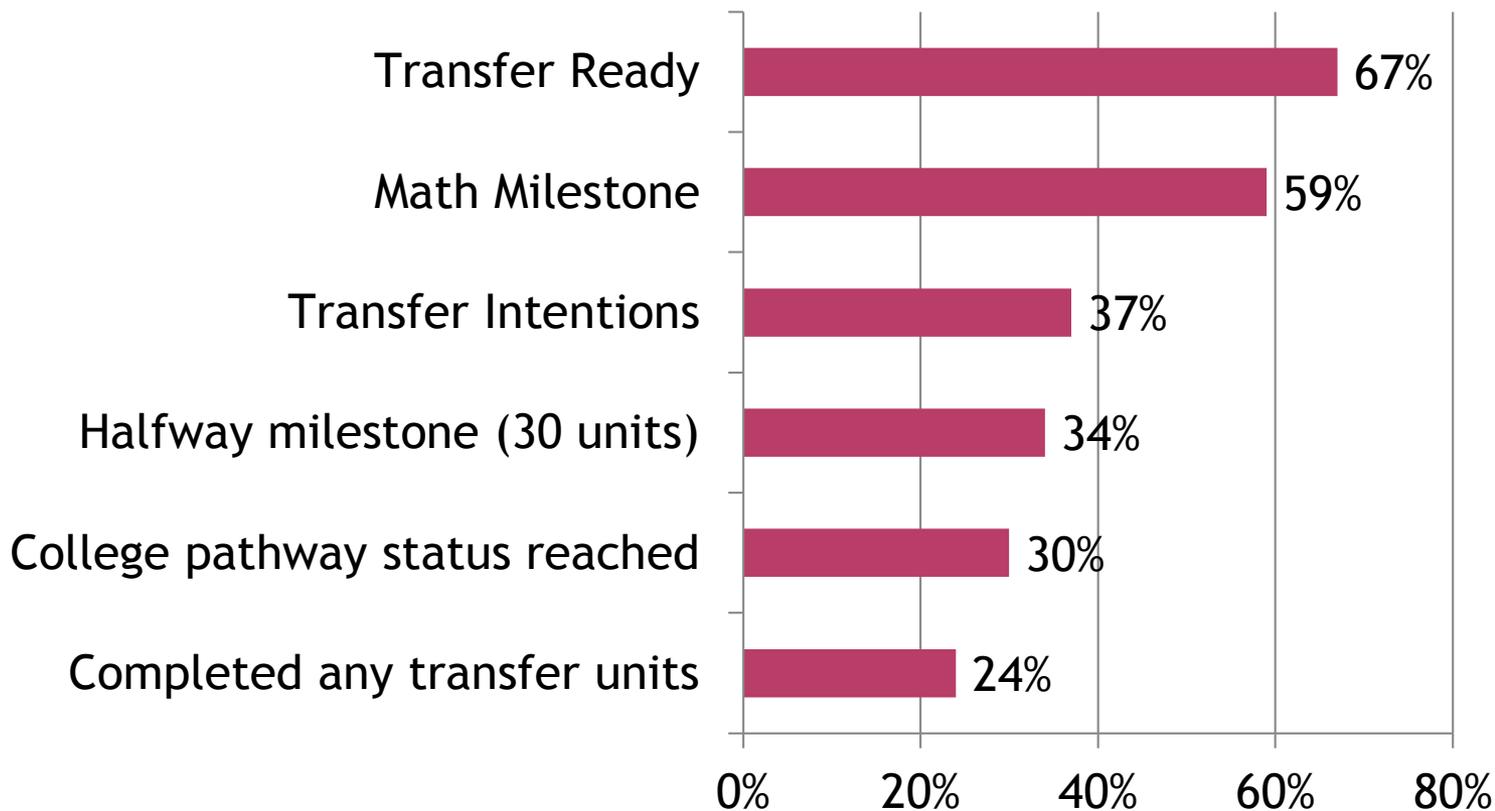San Diego
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OBJECTIVES

Walk away with:

- A tool you can use to examine statewide and college transfer functions in detail

- Information about the most potent and actionable transfer predictors

- New language and metrics for discussing student transfer

THE PROBLEM

- Too few students transferring
- Several studies showed low transfer rates for the CCC
  - Sengupta & Jepsen (2006) 15% - 26%
  - Shulock & Moore (2007) 18%
  - CPEC (2007) 22%
- But what does this really mean?
- Should all students be expected to transfer?
- How are we calculating the transfer rate?
- Is **transfer rate** the right metric?

PICK YOUR TRANSFER RATE

**Transfer rate by cohort entry criteria
for the 2000-2001 cohort of FTF**

Transfer Ready — 67%
Math Milestone — 59%
Transfer Intentions — 37%
Halfway milestone (30 units) — 34%
College pathway status reached — 30%
Completed any transfer units — 24%

From Horn & Lew (2007)

WHAT WE DID

- Stepped back and took a broader view
- Tracked a cohort of first time freshmen who enrolled in the CCC system in 1999-2000 for nine years – checking **velocity over time**
- Focused on the 25% of all first time students who behaviorally demonstrated a transfer orientation
- Created images of the **transfer function**
- Described **high leverage** "pressure points"
- Create a **tool** for all to use

THE TRANSFER VELOCITY COHORT

- There is one Transfer Velocity Cohort per year.

- First time freshmen are eligible to enter the Transfer Velocity Cohort.

- Six years after initial entry, all first-time freshmen are evaluated.

- Those first-time freshmen who have accumulated at least 12 credit units and have attempted a transfer-level English or math class within six years enter the Transfer Velocity Cohort.

- Students who qualify for cohort entry are assigned to the cohort that covers the year of their initial entry into the California Community College system.

THE TRANSFER FUNCTION
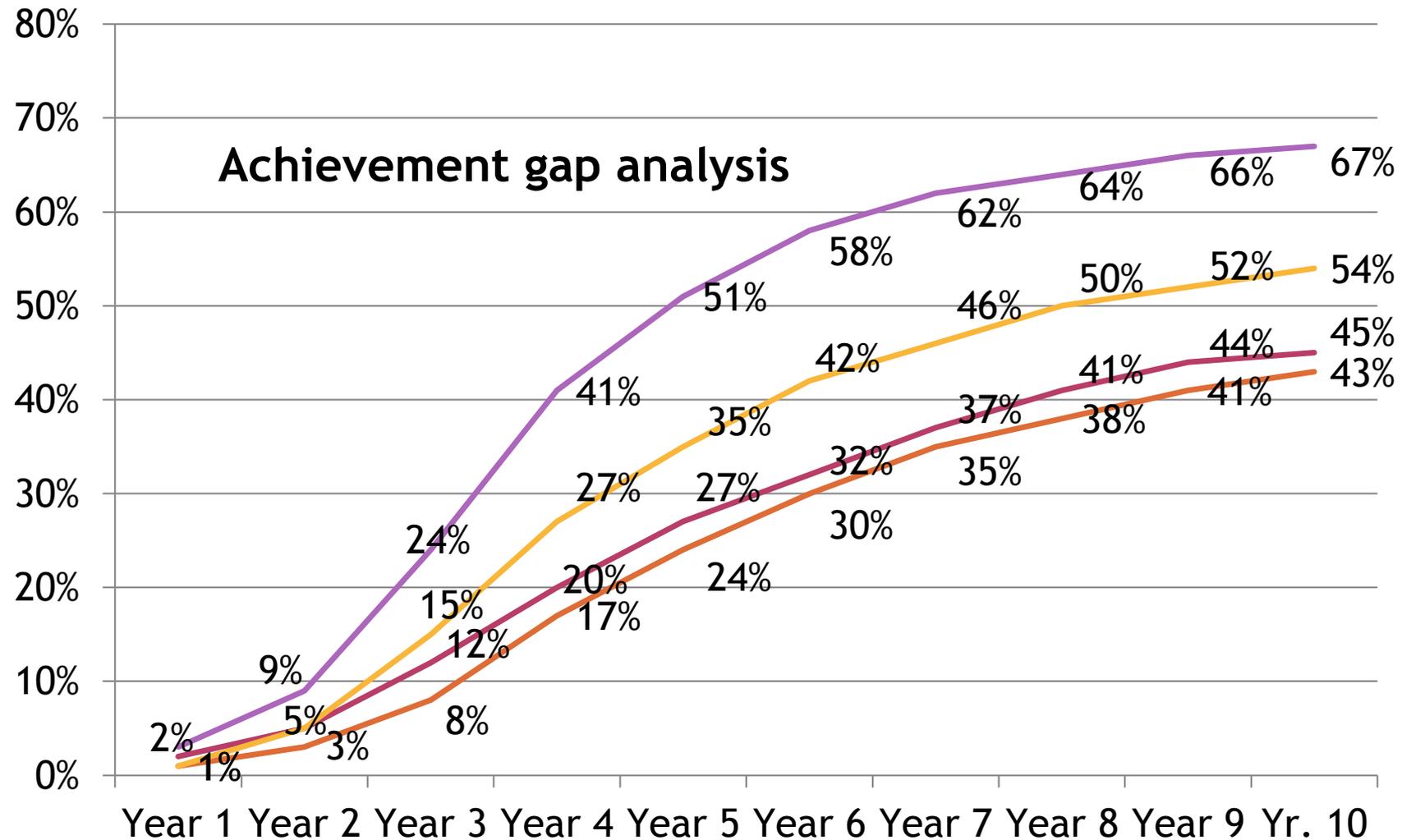
THE TRANSFER VELOCITY COHORT REPORT

Key findings from the multivariate Cox regression

STUDENT LEVEL MODEL

WHERE YOU START IMPACTS WHERE YOU FINISH

First Math Course	Incidence	Relative risk
Transfer level (reference group)	25.4%	0.0%
Degree applicable	36.3%	-32.4%
Basic skills	22.6%	-47.3%
Math, other	2.8%	-38.9%
No math at CCC	12.8%	-55.9%

WHERE YOU START IMPACTS WHERE YOU FINISH

First English Course	Incidence	Relative risk
Transfer level (reference group)	50.4%	0.0%
Degree applicable	22.8%	**-10.4%**
Basic skills	15.7%	**-12.9%**
English, other	1.9%	**-6.8%**
No English at CCC	9.3%	**-9.7%**

WHEN YOU START IMPACTS WHERE YOU FINISH

Course-taking pattern	Incidence	Relative risk
Transfer English in first year	18.7%	**18.4%**
Transfer math in first year	6.7%	**17.2%**
Postponed math & English in first year	15.2%	**-32.9%**

WHO YOU ARE IMPACTS WHERE (AND WHEN) YOU FINISH

Ethnicity	Incidence	Relative risk
Asian (reference group)	14%	0.0%
African American	6%	**-15%**
Latino	24%	**-27%**
Native American	1%	**-35%**
White	42%	**-18%**

OTHER MAJOR PREDICTORS OF TRANSFER

- Attain an AA/AS in the first 3 years: **+103%**
- Attain an AA/AS in the years 4 - 6: **+46%**
- Summer school: **+47%**
- Multiple CCC attendance: **+23%**
- Full-time student: **+31%**
- Fewer than 20% of grades are "W": **+59%**
- Each additional GPA point: **+41%**

ASSOCIATE DEGREE ATTAINMENT INTERACTS WITH ETHNICITY
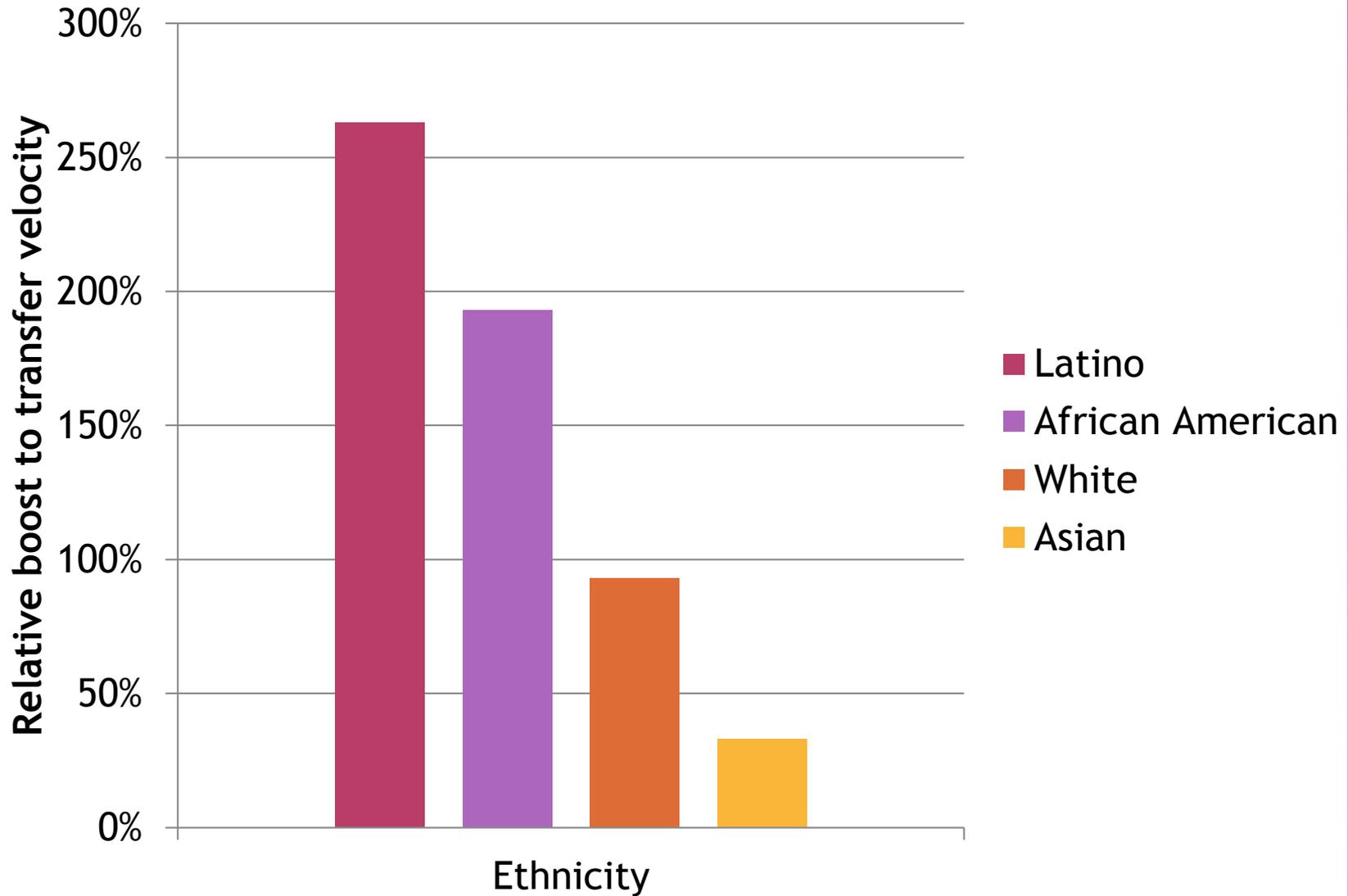
USING THE DATA: NEXT STEPS

- Create a table and graph of the transfer velocity function for your college disaggregated by race.
- Reflect upon it and summarize your thoughts in writing.
- Bring the transfer velocity function data for to your departmental meetings and share it with your colleagues.
- Ask questions and listen carefully to the answers.
- Why is there an achievement gap? What can we do to address the achievement gap? **How does the achievement gap change over time?**
- Recognize that the process may take some time.
- Further reading: Bensimon (2007) & Dowd (2007)

CALCULATE A STUDENT'S TRANSFER VELOCITY

- The TVP can be used to calculate the likelihood that a given student will transfer.
- The assessment can be done anytime, but may be most effective after the first primary semester or first academic year.
- Students who seem unlikely to transfer can be mentored. Share the positive ways in which they can enhance their transfer velocity.
- Have students calculate their own transfer velocity.
- Ask them to think seriously about transfer.
- Share success stories of other students.

THE TRANSFER GAP

- A study by Long Beach Community College staff and the Center for Urban Education found that one in five students where were eligible to transfer to the CSU or UC did not do so. *The Missing 87* (2007).

- MPR found that a single cohort of first-time freshmen in the CCC produced 10,000 transfer-ready students who had no records of actually transferring within six years (Horn & Lew, 2007).

- The TVP found that after nine years, there were over 11,000 TVP cohort students who became transfer ready *but never transferred*.

INCREASING BA/BS ATTAINMENT

- Moore & Shulock (2010) point to "diminishing capacity at UC and CSU to receive transfer students"

- Geiser (2010) says that the "single most critical factor for California to improve B.A. attainment is to expand 4-year enrollment capacity."

- The nominal capacity of the CCC is about 1.3 million FTES. The nominal capacity of the CSU system is about 400,000 FTES.

- The key to increasing the number of Baccalaureates in the state is **a more efficient allocation of existing higher education resources**.

HOW TO INCREASE EFFICIENCY

- Transfers to the CSU graduate in higher proportions than do CSU native freshmen
  - 70.1% vs. 48.9%, six-year rates for the 2002 cohort
  - This difference is even greater for the swiftest growing demographic group – Latinos
  - While 40.6% of native CSU freshmen who are Latino graduate within six years, the comparable rate for Latino transfer students is 68.3%
- What if we "stocked" the CSU with primarily students who had already completed their first two years of undergraduate work?

ESTIMATED ANNUAL CSU GRADS BY TRANSFER/FRESHMAN MIX
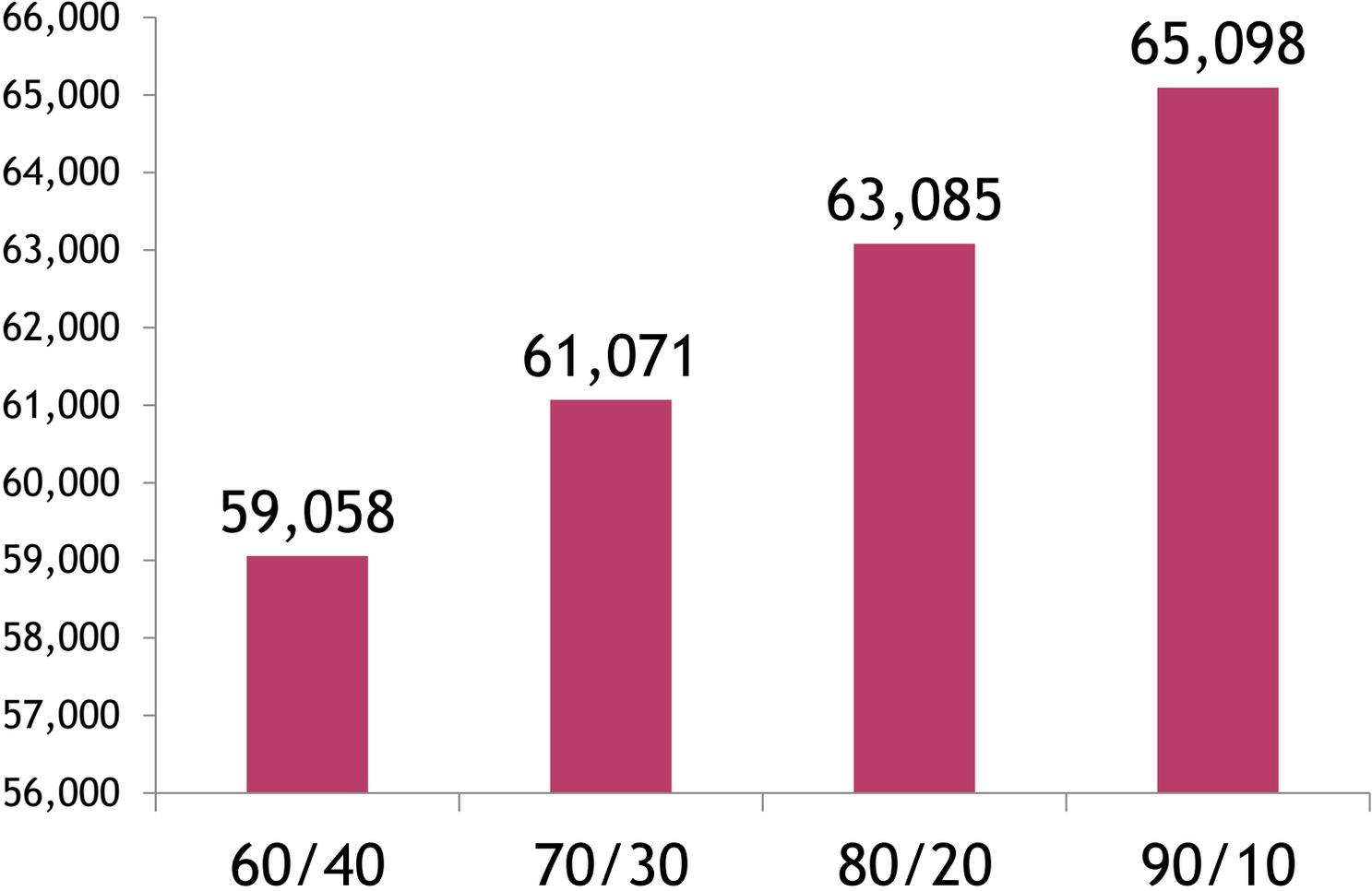
THREE STEPS TO PRODUCING 125,000 ADDITIONAL BA/BS BY 2025

- **FOCUS** on increasing the number of Bachelor degree recipients in the state as the paramount goal of the post-secondary educational system

- **INTEGRATE** the capacity of the CCC and CSU to increase efficiency

- **GROW** the capacity of the CSU by adding incrementally to existing campus capacity

Q&A

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