

Saddleback College Transfers

2003 to 2013 Long Term Trends

Date Created: 2/19/2016

Last Updated: 2/19/2016

Executive Summary:

- The report assesses the number of students who attended Saddleback College and then transferred to another institution, and the institutions to which they transfer.
- The report's objectives are to make policymakers, local college officials, and elected boards aware of system and college performance in specific areas of effort and to inform the public about overall system performance.
- As with all research, certain limitations must be considered. The limitations include the following:
 - The analysis is based on data obtained from the National Student Clearinghouse and is subject to errors which reduce the apparent number of transfers.
 - 20.8 percent of the cases are duplicated, complicating interpretation.
 - The data covers only those students who transferred to and attended a new institution between 2003 and 2013.

Key Findings:

- The number of Saddleback College students transferring to other institutions to continue their educational career increased from 2,235 in 2003 to 3,644 in 2013. When measured as change from the baseline of 2003, this is a 63.04% increase in transfers.
- In 2003, 390 Saddleback College students attended a University of California campus. In 2013, that number had grown to 441.
- In 2003, 906 Saddleback College students attended a California State University campus. In 2013, that number had grown to 1079.

Findings by Institution for the 10 year period

- The top five California State University transfer destinations were:
 1. California State University, Fullerton (5,649)
 2. California State University, Long Beach (1,632)
 3. San Diego State University (704)
 4. San Francisco State University (536)
 5. California State University, San Marcos (467)
- The top four University of California transfer destinations were:
 1. University of California, Irvine (1,808)
 2. University of California, Los Angeles (867)
 3. University of California, San Diego (572)
 4. University of California, Santa Barbara (512)

Introduction:

The California Community Colleges serve more than 2.76 million students and is the largest system of higher education in the nation. The state's 112 community colleges provide workforce training, teach basic math and English, and prepare students for transfer to four-year universities and colleges. This report documents the transfer aspect of the mission of Saddleback College for the period from 2003 to 2013.

The University of California (UC), California State University (CSU) and California Community College (CCC) systems form the nucleus of California's plan for higher education. The UC and CSU campuses work in partnership with the CCC's to simplify the transfer process and ensure that community college transfer students are given the highest priority for admission. Saddleback College is among the top California Community Colleges in successfully preparing students to transfer to the University of California and the California State College campuses, as well as to private, and out-of-state colleges and universities.

Saddleback College maintains extensive articulation agreements with UC and CSU campuses. The agreements specify the courses needed to complete both lower-division general education requirements and major preparation requirements for students planning to transfer. Students who have completed 60 transferrable units, including lower-division general education requirements and major preparation coursework, will be granted junior standing when they transfer.

Transfer Initiatives

Associate of Arts or Science for Transfer Degree: The Student Transfer Achievement Reform Act, also known as SB 1440, signed into law in September 2010, specifies that awarding an A.A.-T or A.S.-T degree requires students to complete 60 semester units that are eligible for transfer to the California State University, including both of the following: the IGETC or the CSU GE-Breadth requirements, and a minimum of 18 semester units in a major or area of emphasis, while maintaining a minimum grade point average of 2.0 and grade of C or better in all courses required for the major or area of emphasis.

The Chancellor's office published the following description of the benefits of the Associate of Arts for Transfer (A.A. – T) and the Associate of Science for Transfer (A.S. – T) degrees when they were introduced in 2012.

AA-T and AS-T degrees offer tremendous benefits to our students desiring transfer to CSU. Most importantly, these new degrees provide clear, statewide curricular pathways that students can follow as they pursue transfer to any CSU campus. Upon completion of these degrees, students will be guaranteed admission to a CSU campus with junior standing. While not guaranteed admission to their campus of choice, students will be given priority consideration for admission to their local CSU campus and to any CSU campus that offers a program that has been designated as "similar" by CSU. Once enrolled at CSU, students will be able to complete a Bachelor of Arts or Science degree with no more than 60 additional units. Given these benefits, it is clear that these degrees represent a vast improvement in how California's systems of public higher education serve our students. Recent changes in admissions policies at the CSU which have significantly increased the importance of these degrees to our students and colleges. As a result of deep cuts in state funding, CSU has severely restricted admissions for the Spring 2013 term and will only be admitting California community college transfer students possessing AA-T and AS-T degrees. As long as tight state budgets persist, the degrees for transfer may be the only option available for our students attempting to transfer to CSU. This reality

significantly elevates the need for our colleges to increase the number of AA-T and AS-T degrees offered.

The Chancellor's office reported that "Roughly 50,000 community college students transfer annually to the California State University system. In the past, most community college students transferred with an average of 80 semester units when only 60 semester units are required. Then, upon arrival at the California State University, they often take excess units to make up for courses that did not transfer from their community college." The Student Transfer Achievement Reform Act, also known as SB 1440, signed into law in September 2010, defines the A.A.-T/A.S.-T as having 60 transferrable units that include a minimum of 18 units in a major or areas of emphasis and an approved general education curriculum (either IGETC or GE Breadth).

IGETC and CSU-GE certificates: IGETC and CSU-GE certificates are described in particular and are included in the category "Certificates requiring 30 but less than 60 semester units" since there are specific advantages attached to this certificate. The certificate can be awarded upon completion of the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education Breadth Certification (CSU-GE). These certificates were first offered at Saddleback College in the 2008'2009 academic year. According to the 2015 State of the System Report, "In 2015, the California Community Colleges forged a guaranteed transfer agreement with nine Historically Black Colleges and Universities. Under the agreement, students who apply to the schools and obtain a transfer-level associate degree with a GPA of 2.5 or higher and complete either the IGETC or the CSU-GE will be guaranteed admission with junior standing."

Pathway to Law School 2+2+3: The Pathway to Law School 2+2+3 Initiative provides community college students with a direct path to law school and emphasizes the inclusion of diverse populations that have been underrepresented in the legal profession. The program, sponsored by the California State Bar Council on Access and Fairness, established agreements for 24 community colleges and six law schools and their respective undergraduate institutions.

UCI Law School Dean Erwin Chemerinsky, an internationally-renowned constitutional law scholar, stated, "UCI School of Law welcomes the opportunity to offer support and participate in this unprecedented program." Dr. Tod A. Burnett, president of Saddleback College, described the program, "This remarkable program will greatly impact and enhance the educational experience for students who seek careers in the legal profession, and will have a profound result in attracting a more diverse population to work in our system of jurisprudence."

The program includes a seven-course curriculum and benefits such as pre-law advising, LSAT prep information, exposure to the legal profession, legal internships, financial aid counseling, academic advising, participation in the Saddleback Pre-law Club, service-based learning, and other law-related events and opportunities designed to increase the interest and eligibility of community college students pursuing a career in law.

Types of Institutions to which Students Transfer

Four or more year public institutions: Institutions like the University of California, Irvine or California State University Fullerton are included in this group. This group also includes Graduate Schools like

Four or more year private not-for-profit institutions: This category includes institutions like the University of Southern California or Chapman University.

Four or more year private for-profit institutions: Institutions like the University of Phoenix fall into this category.

Graduate institutions: Institutions like the University of California, Hastings School of Law that exclusively offer graduate degrees. These may also be classified as public or private.

Tracking Transfer Students:

The National Student Clearinghouse: The National Student Clearinghouse (NSC) is the source of the data used to track transfers. The NSC is a non-profit organization founded in 1993 that serves as the nation's only source for college enrollment and degree verification. It is a centralized reporting system which collects publicly available directory information obtained from the colleges and universities attended by 92 percent of American undergraduates. Over time more institutions of higher education have joined the NSC, reducing an important concern that enrollment would be missed if it occurred at non-participating institutions. The NSC is playing an important role for school districts and institutional researchers at colleges and universities as well, since it enables them to estimate the college participation, transfer, and completion rates of their students.

Potential sources of measurement error in NSC data: There are several main sources of measurement error in NSC data relevant to estimating postsecondary outcomes for students. Each of these sources of error results in students who are enrolled in college to not appear in the NSC. Students who do not appear in the NSC data due to these reasons are indistinguishable from students who do not enroll in college. The following briefly describes; main sources of error, their magnitudes, and how their magnitudes vary across time and space, and by student and college characteristics.

- Enrollment coverage error: The first and perhaps most salient way in which measurement error appears when using NSC data is that not all colleges report enrollment information to the NSC. As of fall 2011, the NSC reports that they cover 93 percent of postsecondary enrollment. Table 1 uses the California State University campuses to illustrate how NSC coverage has expanded over time.

Table 1

CSU Campus	Began Reporting Data to NSC
California State University - Bakersfield	03/2003
California State University - Channel Islands	05/2007
California State University - Chico	03/1997
California State University - Dominguez Hills	03/1997
California State University - East Bay	06/1996
California State University - Fresno	09/1994
California State University - Fullerton	01/1997
California State University - Long Beach	02/1994
California State University - Los Angeles	10/2003
California State University - Monterey Bay	10/1996
California State University - Northridge	08/1995
California State University - Sacramento	11/1996
California State University - San Bernardino	08/1994
California State University - San Marcos	08/1996
California State University - Stanislaus	04/1998
California Maritime Academy	04/2007
California Polytechnic State University	09/1994
California State Polytechnic	11/1996
Humboldt State University	10/1996
San Diego State University	06/1994
San Francisco State University	01/1994
San Jose State University	11/1994
Sonoma State University	07/1998

Source: http://www.studentclearinghouse.org/colleges/studenttracker_for_outreach/participating_schools.php

The date on which the institution began reporting enrollment data to NSC is not the date on which the institution began enrolling students. The University of California, Los Angeles was founded and began enrolling students in 1947 but did not begin reporting enrollment data to NSC until 2003. The California Maritime Academy began enrolling students as the California Nautical School in 1929, became part of the California State University system in 1996, began reporting to NSC in 2007, and changed its name to California State University Maritime Academy in 2015. Saddleback College began reporting enrollment data to NSC in 1996.

Enrollment coverage is not evenly distributed across states. Wyoming and Virginia are currently the states with the highest coverage rates at 99.6 and 97.4, respectively. West Virginia and Louisiana bottom out the list, at 64.5 and 81.9, respectively. Different states have experienced shifts in coverage over this time period: For example, between 1997 and 2011, New Mexico's coverage rate catapulted from 10 to 90 percent. Yet during the same time period, North Dakota saw a 3 percentage point decline in its overall coverage rate. While California's coverage may be high, students who transfer to an out-of-state institution might not be included as transfers.

- Suppressed student-level information:** A second way in which NSC data may not fully capture information on the postsecondary experiences of Saddleback College students relates to the Family Educational Rights and Privacy Act (FERPA). FERPA is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds from the U.S. Department of Education. Under FERPA both students and schools can block their enrollment and degree information. Student-level information cannot be released if the record is "FERPA-blocked." By their nature, FERPA blocks are unobservable to researchers. Upon receipt of the NSC data, there is no way to know the attributes of students who blocked their records, only the total number of blocked records.

According to NSC research, records of students with different characteristics are blocked at different rates. Over 7 percent of Asian/Pacific Islanders' records were blocked, 5 percent of Hispanic students' records, and only about 3 percent of white and black students' records.

Purpose:

The report assesses the number of number of students transferring to another institution to continue their educational career. The report's objectives are to make policymakers, local college officials, and elected boards aware of system and college performance in specific areas of effort and to inform the public about overall system performance.

Limitations:

As with all research, certain limitations must be considered. The limitations include the following caveats. The analysis is based on data obtained from the National Student Clearinghouse and is subject to errors which reduce the apparent number of transfers. Special attention must be given to measurement issues when this data is used to evaluate the effectiveness of programs and initiatives. One must bear in mind that 20.8 percent of the cases represent a second or even third time that a particular student transferred to a new institution. The data covers only those students who transferred to and attended a new institution between 2003 and 2013.

Scope of Study:

The cases of transfer described in this report include those that occurred between 2003 and 2013, and were reported to Saddleback College by the National Student Clearinghouse in response to Saddleback College's inquiry. The study did not include those students who transferred from Saddleback College to another two-year institution.

Methods:

The Office of Research, Planning and Accreditation (OPRA) examined data obtained from the National Student Clearinghouse.

Data was first entered into SPSS in order to facilitate analysis and reporting of results.

At the second step, data was examined for anomalies such as duplicated data (e.g. a single student who was associated with more than one transfer case.) Searches were also conducted to determine which cases involved a transfer to any one of the 23 California State University campuses by name (CSU campuses are often designated as CSU, _____ but in some cases the designation does not include "California State University" but rather San Diego State University) since a wild card search would not include all CSU campuses.

Finally, data was compared with previous reports related to the same metric (e.g. Institutional Effectiveness Reports covering the same period.)

Disaggregation by gender or by ethnicity was rejected due to compounded measurement errors that have been documented in the NSC data.

Charts were prepared to visually present the data to enhance understandability using the charting features of Microsoft Excel. As appropriate, linear trendlines were added to graphs and charts using the trendline function in Microsoft Excel.

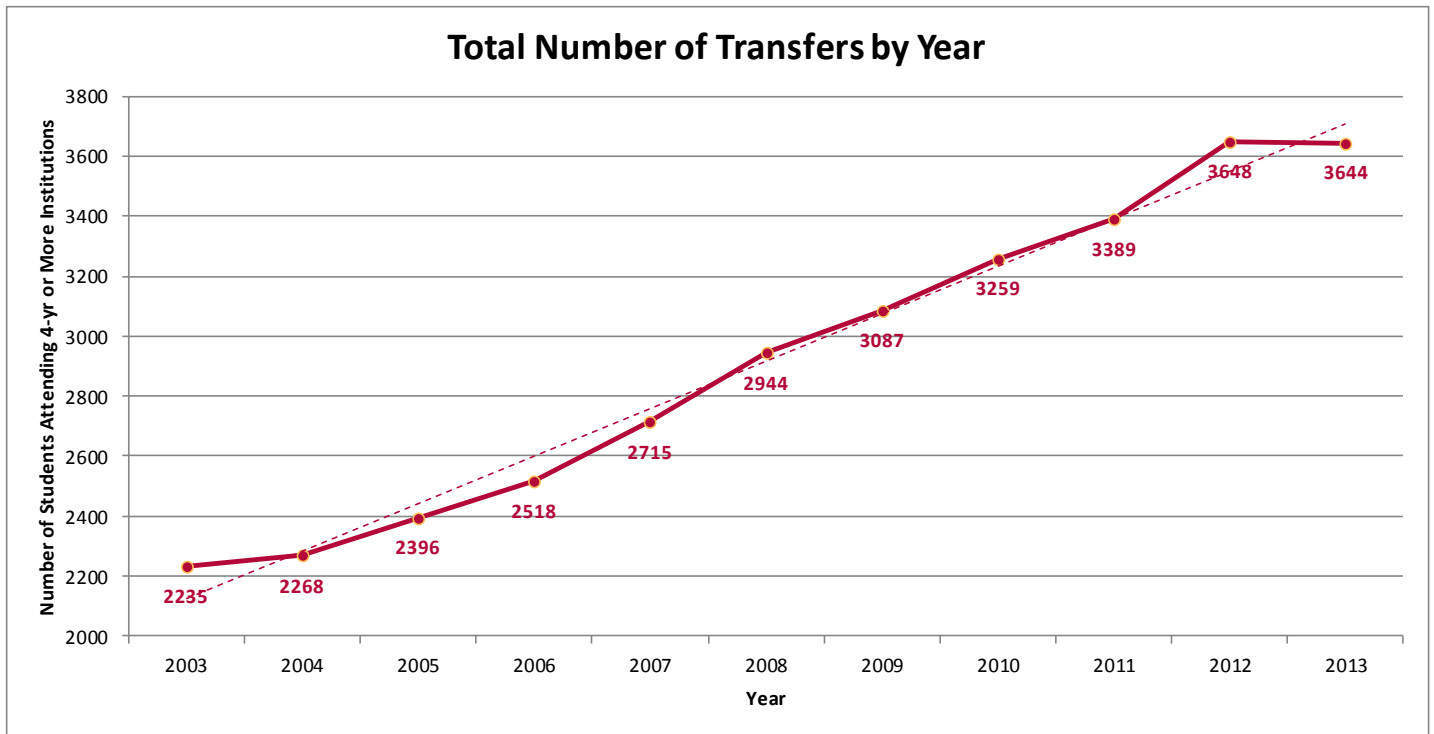
Duplicated data: Several methods were considered to deal with duplicated data. Each case represents a student attending a particular institution. Initial analysis revealed that in 20.8% of cases the individual student attended more than one institution.

Results:

Number of transfers by former Saddleback College students:

Figure 1 shows the total number of transfers to other institutions by year over the period 2003 to 2013. It is a count of all cases.

Figure 1



The dashed trendline illustrates the steady increase over the period in the number of students transferring to other institutions to continue their educational careers. When calculated using 2003 as the baseline, this shows a 71.44% increase in the number of transfers in 2013.

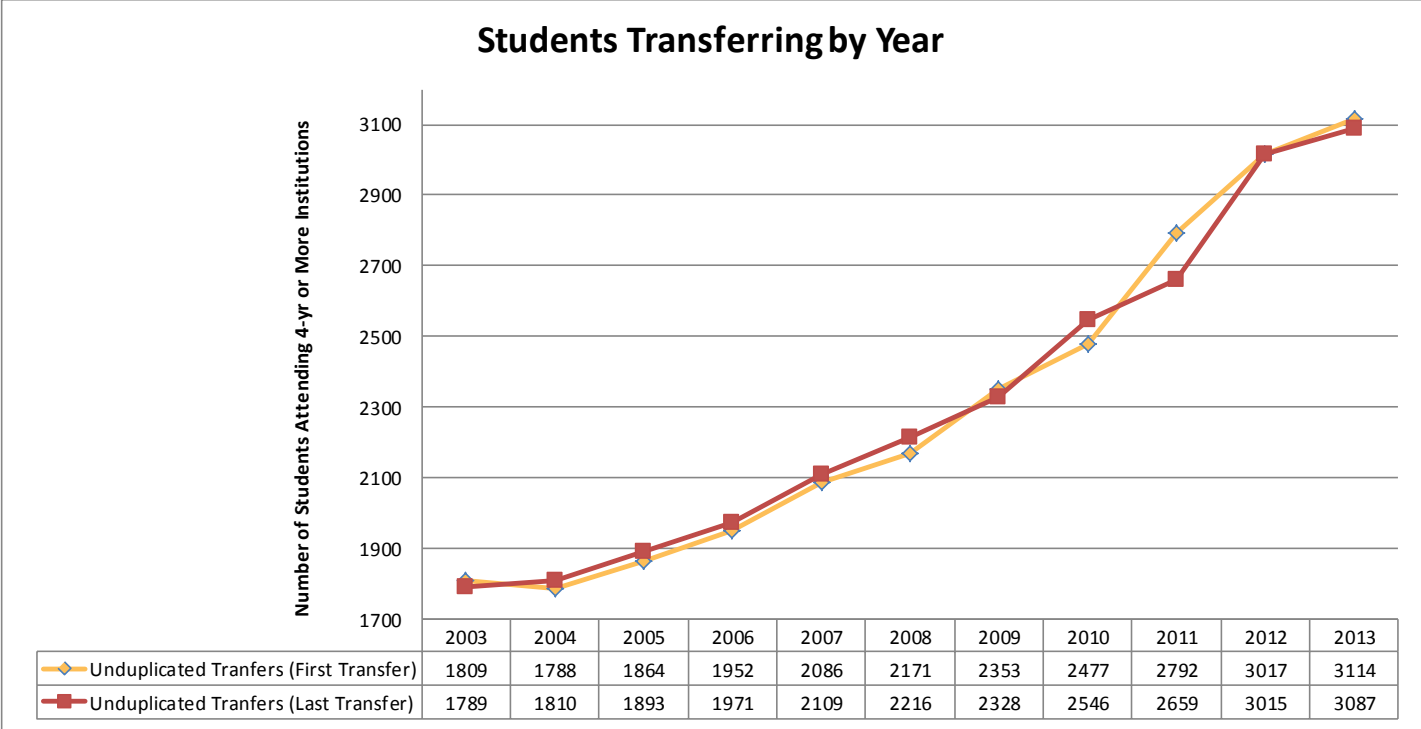
The total number of transfer cases is 32,099.

Figure 2 shows the number of transfers to other institutions over the period 2003 to 2013. It is an

unduplicated count of students. The distribution of transfers by year varies because calculations were based on either the first or the last institution to which a student transferred. When calculated using 2003 as the baseline, the “first transfer” method shows a 72.14% increase in the number of transfers in 2013. When calculated using 2003 as the baseline, the “last transfer” method shows a 72.55% increase in the number of transfers in 2013.

Notice importantly that the total using either method has been reduced to 25,423 students.

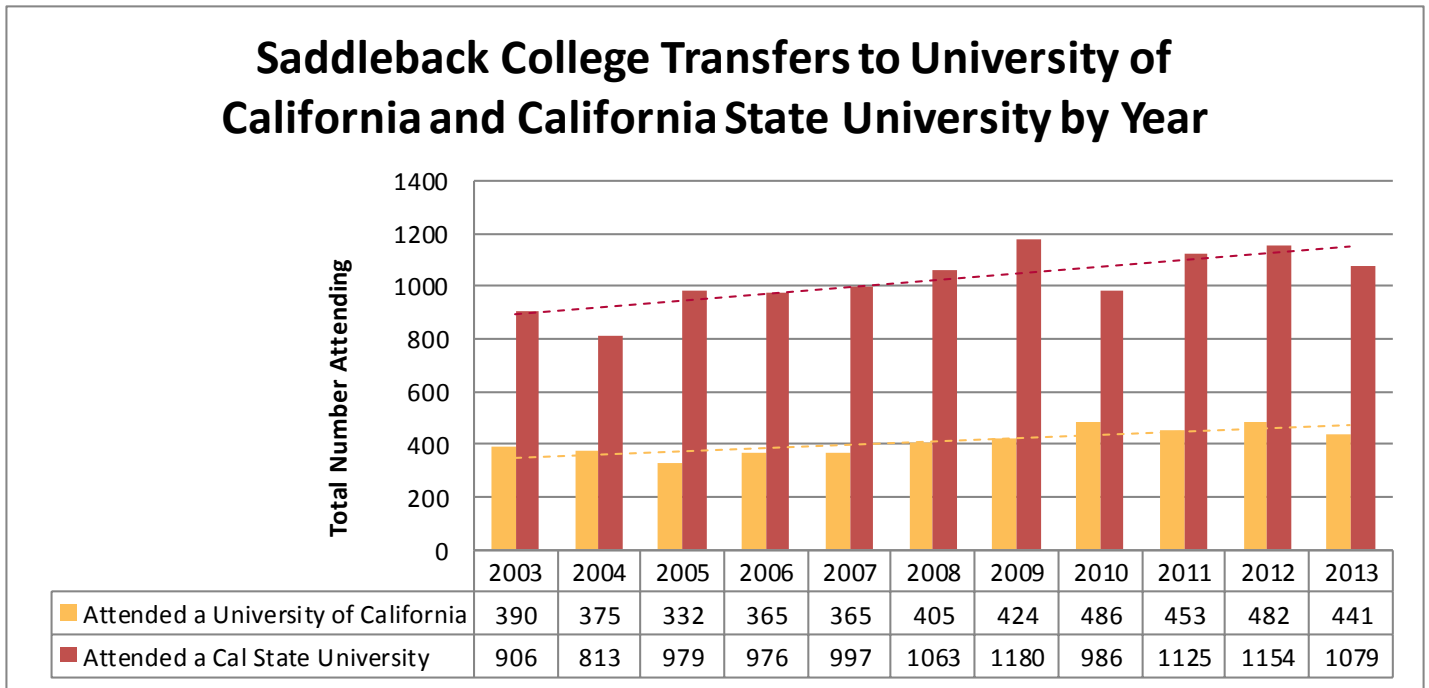
Figure 2



Saddleback College students transferring to a CSU or UC campus:

Figure 3 shows the total number of transfers to a CSU or UC campus by year during the period from 2003 to 2013. It is a count of all cases.

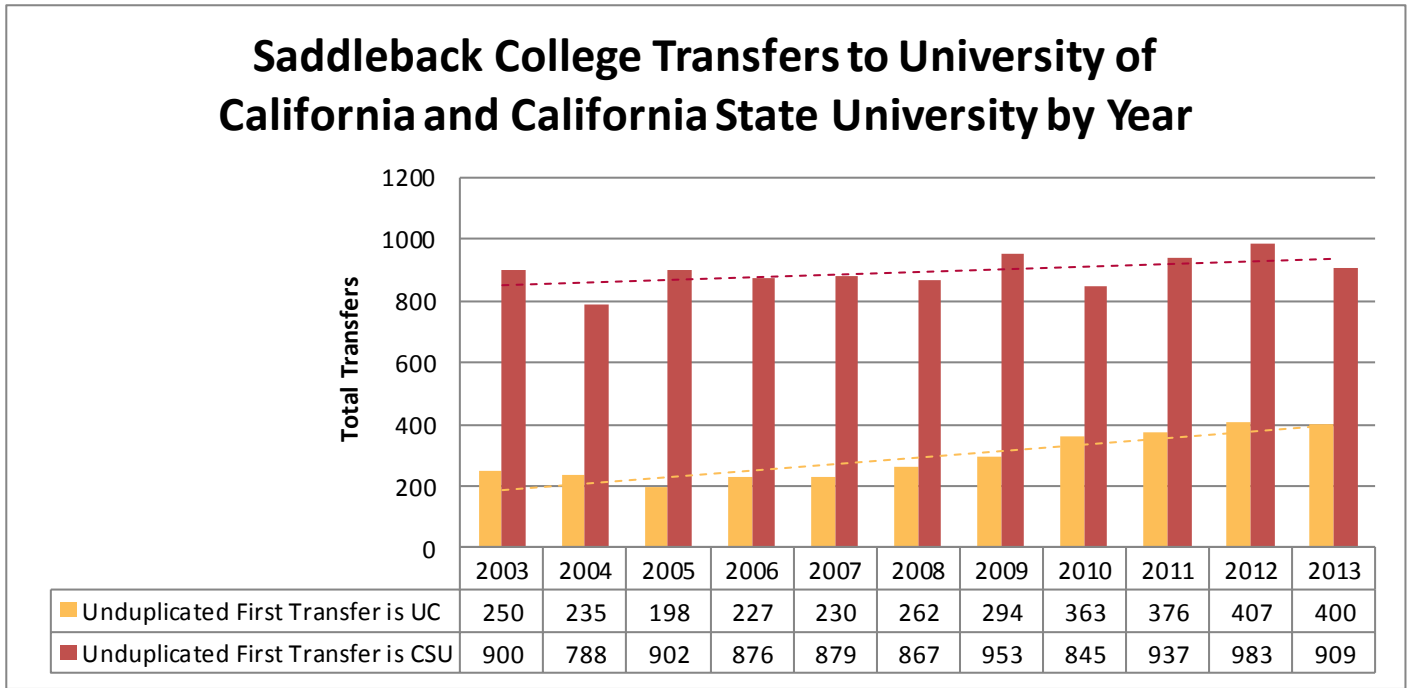
Figure 3.



The number of transfers to a CSU campus rose from 906 in 2003 to 1079 in 2013. Using 2003 as baseline, this represents an increase of 19.10% over the period. The number of transfers to a UC campus rose from 390 in 2003 to 441 in 2013. Using 2003 as baseline, this represents an increase of 13.08% over the period. Linear trendlines were added for both CSU and UC and both show an overall increase for the period.

Figure 4 shows the total number of students whose first transfer was to a CSU or UC campus by year during the period from 2003 to 2013. It is an unduplicated count of all students.

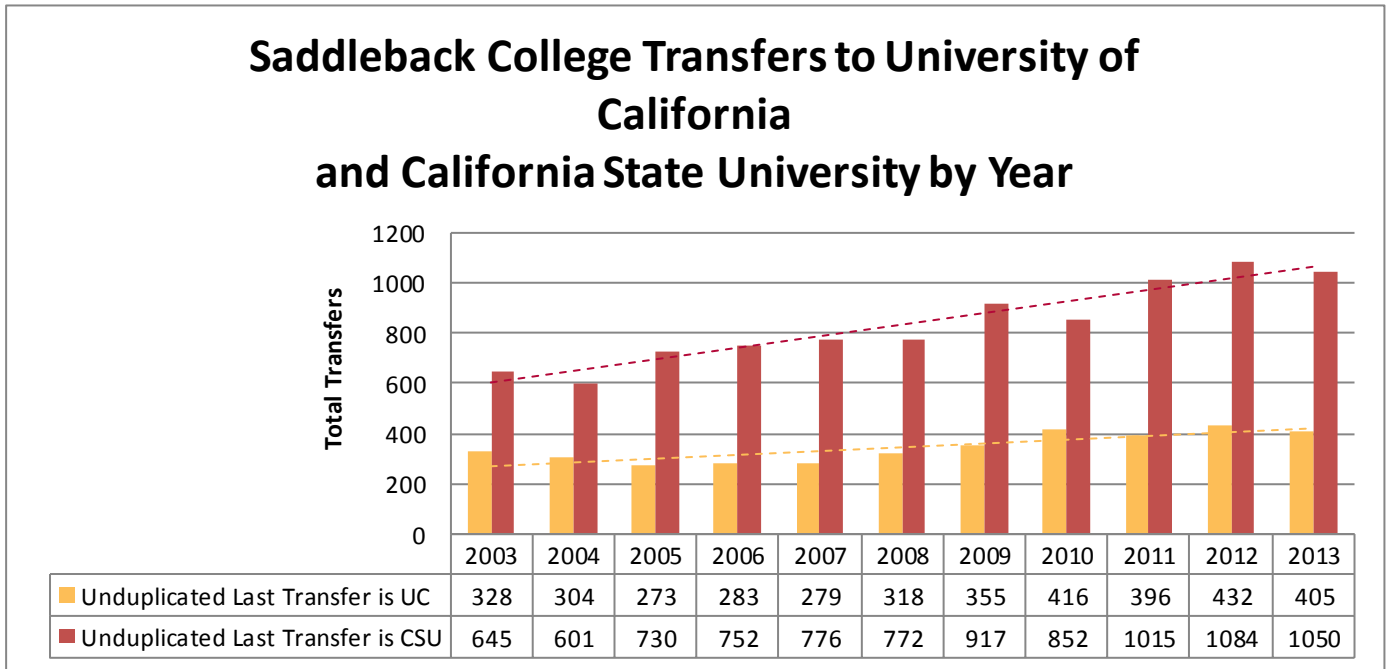
Figure 4.



The number of students whose first transfer was to a CSU campus rose from 900 in 2003 to 909 in 2013. Using 2003 as baseline, this represents an increase of 1% over the period. The number of transfers to a UC campus declined from 250 in 2003 to 400 in 2013. Using 2003 as baseline, this represents an increase of 60% over the period. Linear trendlines were added for both CSU and UC. In both cases the trendlines are showing an increase over the whole period.

Figure 5 shows the total number of students whose last transfer was to a CSU or UC campus by year during the period from 2003 to 2013. It is an unduplicated count of all students.

Figure 5.

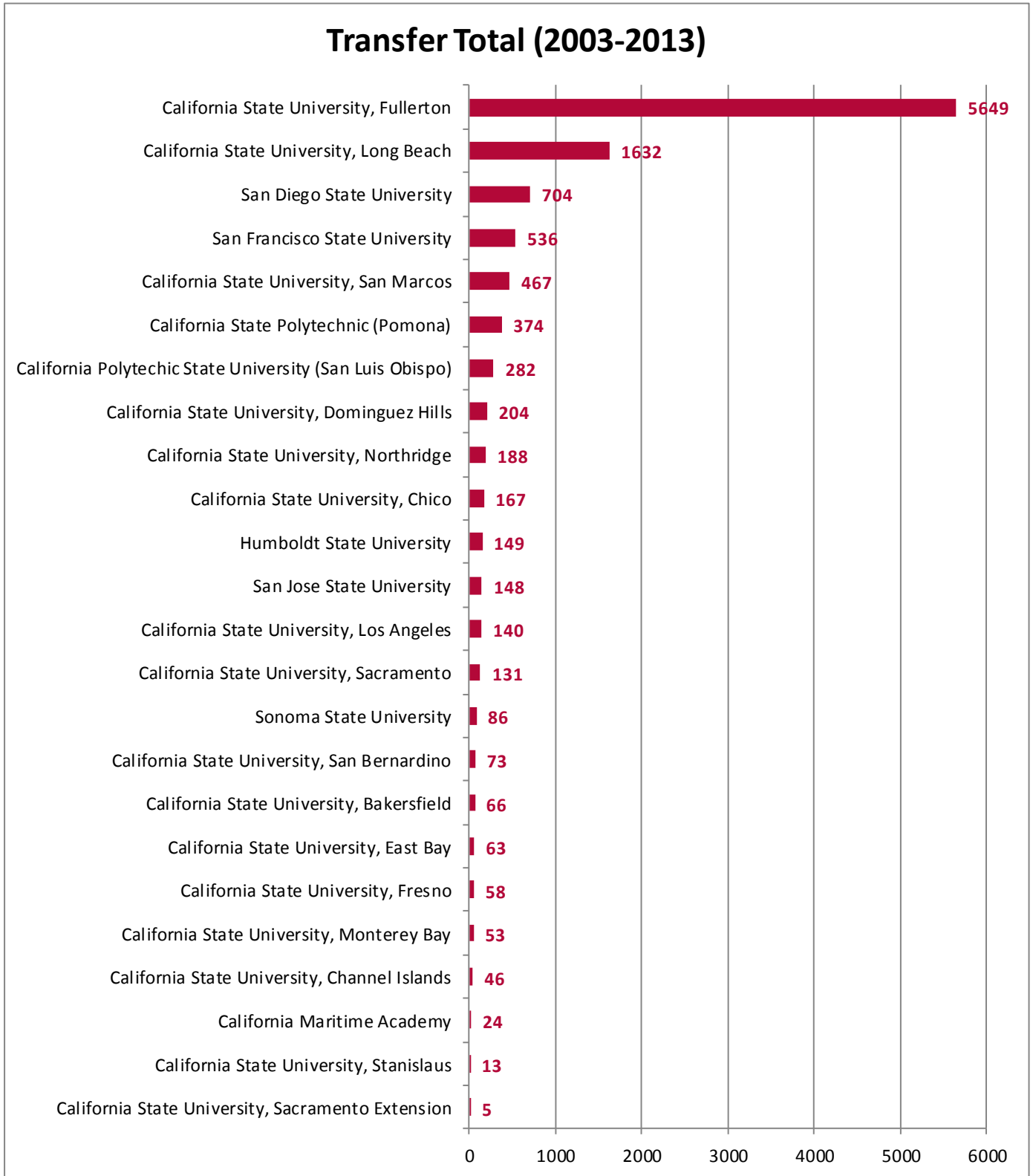


The number of students whose last transfer was to a CSU campus rose from 645 in 2003 to 1050 in 2013. Using 2003 as baseline, this represents an increase of 62.79% over the period. The number of students whose last transfer was to a UC campus increased from 328 in 2003 to 405 in 2013. Using 2003 as baseline, this represents an increase of 23.47% over the period. Linear trendlines were added for both CSU and UC. In both cases the trendlines are showing an increase over the whole period.

CSU and UC campuses with the most transfers by former Saddleback College students:

Figure 6 shows the total number of transfers to particular CSU campuses during the period from 2003 to 2013. It is a count of all cases.

Figure 6.



The number of transfers to California State University, Fullerton, California State University, Long Beach, San Diego State University, San Jose State University, and California Polytechnic State University, San Luis Obispo is of particular significance since all programs at these campuses were considered impacted. An undergraduate major or campus is designated as impacted when the number of applications received from fully qualified applicants during the initial filing period exceeds the number of available spaces. Such majors or campuses are authorized to use supplementary admission criteria to screen applications.

There are subtle, yet important, differences between major and campus impactation. Major impactation means that the number of applications from fully eligible students to a designated major on a CSU campus during the initial filing period far exceeds the number of spaces available in that major. However, students can still be admitted to the campus in an alternate major, or they may eventually be admitted to the oversubscribed major if they meet the supplementary admission criteria. Fullerton, Long Beach, San Diego, San Jose, and San Luis Obispo campuses are impacted in all majors.

Campus impactation (otherwise known as campus-wide impactation) means that a campus has exhausted existing enrollment capacity in terms of the instructional resources and physical capacity of the campus. Because the campus receives more eligible applicants during the initial admission application filing period than can be accommodated, the campus must therefore restrict enrollment to the campus for a specific enrollment category (i.e. first-time freshmen or transfers).

Representative lists of impacted CSU campuses for 2010-2011 and 2013-2014 are included in this report as Appendix A.

Figure 7 shows year by year changes in the number of transfers at the top five CSU transfer destinations during the period from 2003 to 2013. It is a count of all cases.

Figure 7

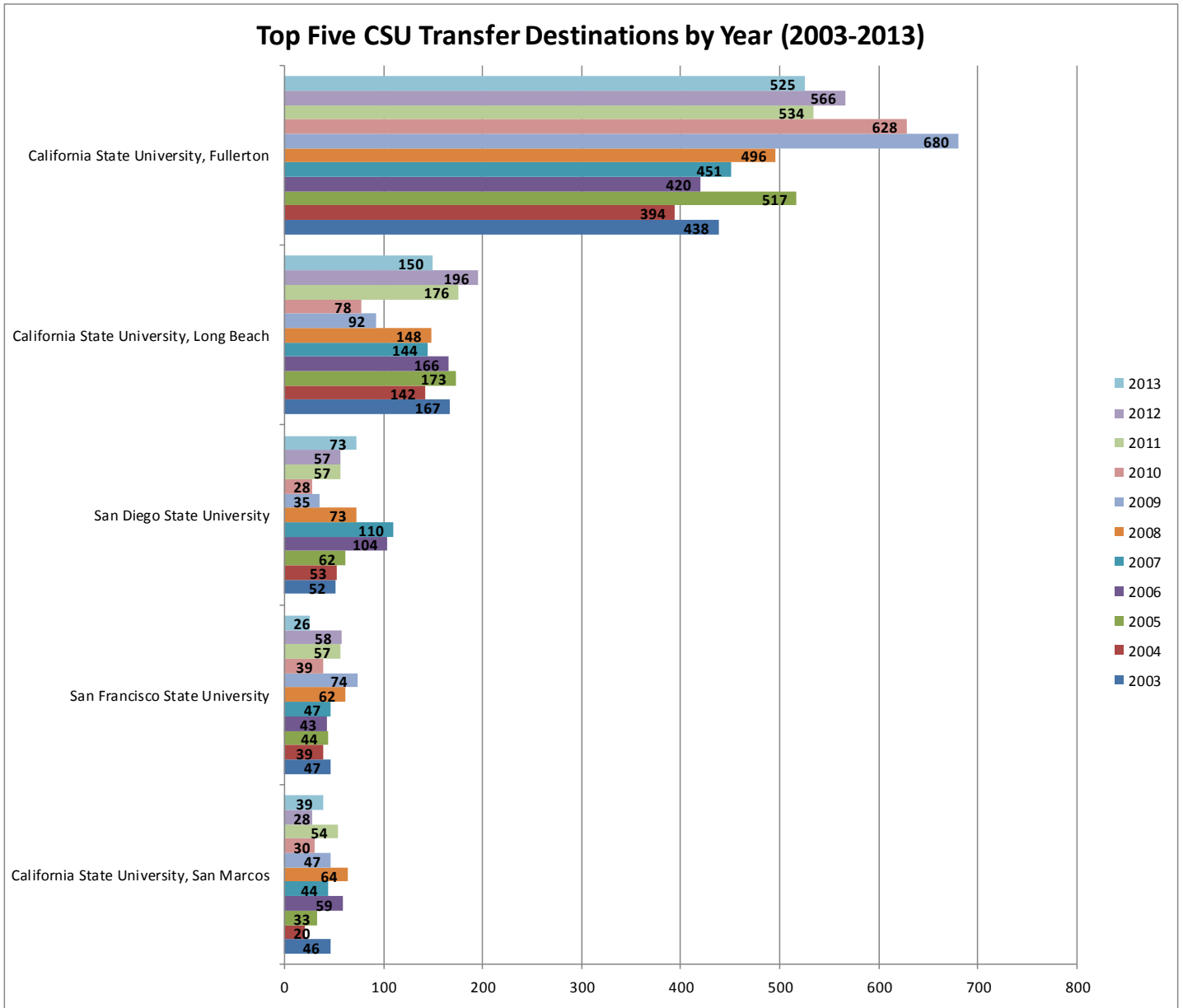


Figure 8 shows the total number of transfers to particular UC campuses during the period from 2003 to 2013. It is a count of all cases.

Figure 8.

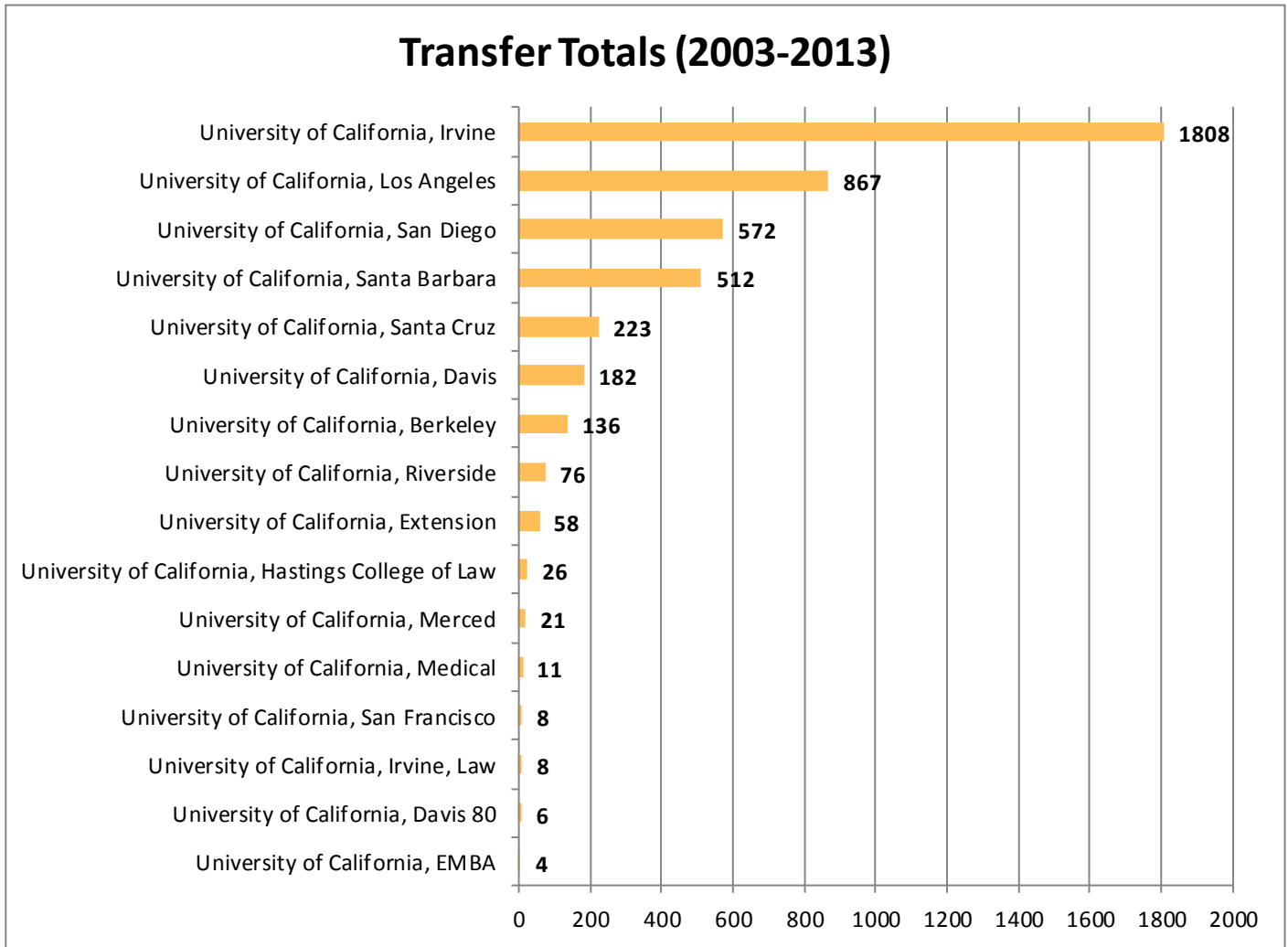
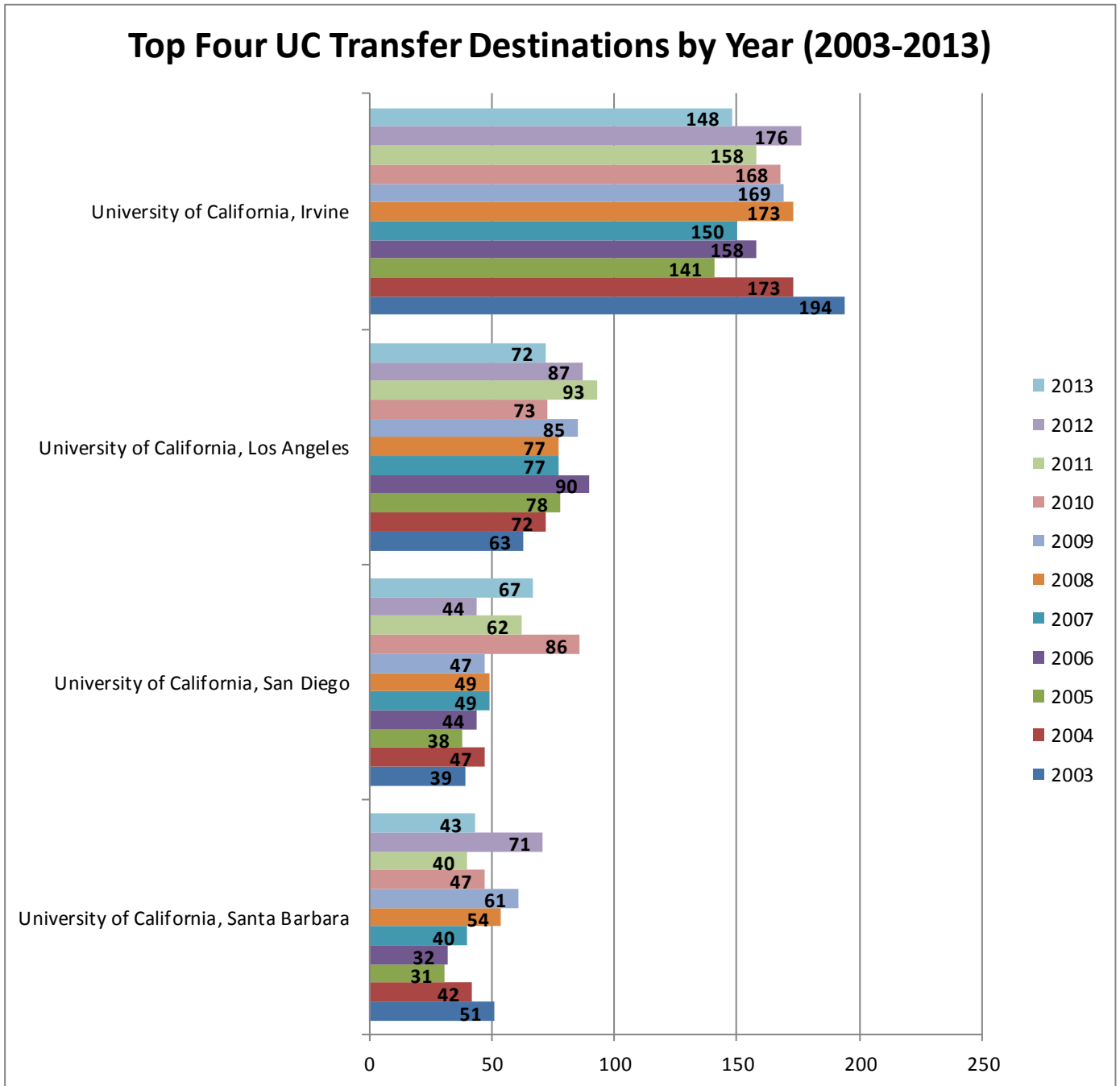


Figure 9 shows year by year changes in the number of transfers at the top four UC transfer destinations during the period from 2003 to 2013. It is a count of all cases.

Figure 9



Appendix A

2013-2014 Undergraduate Impacted Programs Matrix
The California State University

	Bakersfield	Channel Islands	Chico	Dominguez Hills	East Bay	Fresno	Fullerton*	Humboldt	Long Beach*	Los Angeles	Maritime Academy N	Monterey Bay	Northridge	Pomona	Sacramento	San Bernardino	San Diego*	San Francisco	San Jose*	San Luis Obispo*	San Marcos	Sonoma	Stanislaus
Apparel Design & Merchandising														O	O			I					
Architecture														I							I		
Art	O	O	O	O	O	O	I	O	I	O		O	O	O	N	O	I	O	I	I	O	O	O
Biology	O	O	O	O	O	O	I	O	I	O		O	O	I	O	O	I	O	I	I	O	I	O
Business	O	O	O	O	I	O	I	O	I	O	O	O	N	O	I	O	I	O	I	I	I	I	O
Child Development	O		O	O	O	O	I	O	I	I		O	O		O	O	I	I	I	I	O		O
Communication	O	O	O	O	O	O	I	O	I	O		O	O	O	O	O	I	O	I	I	N	I	O
Computer Science	O	O	O	O	O	O	I	O	I	O			O	O	O	O	I	O	I	I	O	O	O
Criminal Justice/Administration	O		O	O	O	O	I	O	I	I					I	I	I	O	I	I	O	I	O
Economics	O	O	O	O	O	O	I	O	I	O		O	O	O	O	O	I	O	I	I	O	O	O
Engineering			O	O	O	O	I	O	I	O	O		O	N	O	O	I	O	I	I		O	O
English	O	O	O	O	O	O	I	O	I	O		O	O	O	O	O	I	O	I	I	O	O	O
Environmental Studies					O			O				O			O	O		I	I			I	
Family & Consumer Sciences						O			I						O			O					
Film & Electronic Arts							I		I									O					
Food & Nutrition/Dietetics			O			O			I	O			O	O	O	O	I	I	I	I			
Graphic Design			O	O	O	O	I		I	O		O	O	O	I	O	I	I	I	I			
Health Science	O		O	O	O	O	I		I	O			O	O	I	O	I	O	I				
History	O	O	O	O	O	O	I	O	I	O		O	O	O	O	O	I	O	I	I	O	O	O
Hospitality & Tourism Management			O												O			I	O	I			
Information Systems	O		O	O	O	O	I	O	I	O		O	O	O	O	O	I	O	I	I	O		O
Interior Design			O						I						I		I	I	I				
International Business (B.A.)							I										I						
Journalism			O		O	O	I	O	I			O	O	O	O		I	O	I	I			
Kinesiology/Physical Education	O		O	O	O	I	I	O	I	O		O	O	O	O	N	I	O	I	I	I	I	O
Liberal Studies	O	O	O	O	O	O	I	O	I	O		O	O	O	O	O	I	O	I	I	O	I	O
Marine Transportation											I												
Medical Technology	O			O	O		I			O			O	O	O			O				O	
Microbiology			O					O	I	O				O			I	O	I	I			
Music	O		N		O	O	I	O	I	O		O	O	O	O	O	I	O	I	I		O	O
Nursing, Basic	I	I	I		I	I	I		I	I					I	I	I	I	I			I	I
Nursing, ADN to BSN	I		O	O	O	O	I		I	O			O		O	I	I	I	I			I	I
Occupational Therapy																			I				
Political Science	O	O	O	O	O	O	I	O	I	O		O	O	O	O	O	I	O	I	I	O	O	O
Psychology	O	O	O	O	O	O	I	O	I	I		O	O	I	I	O	I	I	I	I	O	I	O
Public Administration	O		O	O	O	O	I		I	O			O	O		O	I		I			O	O
Radio-Television & Film			O	O	O	O	I			O		O	O				I	O	I				
Social Science			O				I	O		O				O	O	O	I		I	I	O		O
Social Work			O		O	O		O	I	I		O	O	N	O	I	I	I	I				
Sociology	O	O	O	O	O	O	I	O	I	O		O	O	I	O	O	I	O	I	I	O	O	O
Spanish	O	O	O	O	O	O	I	O	I	O		O	O	O	O	O	I	O	I		O	O	O
Theater	O		O	O	O	O	I	O	I	O		O	O	O	O	O	I	O	I	I		O	O
Undeclared							I		I					I			I		I				

Key: I = Programs Impacted at the campus
O = Programs offered at the campus but not impacted
N = See *Notes* for the campus on the next page

* = All programs are impacted
□ = A blank cell indicates that the program is not offered at this campus.

[08.08.2012]

