



RESEARCH DEPARTMENT

Transfer Eligibility Update Fall 2003 - Spring 2007 Cohort

Thanks to our partnership with the National Student Clearinghouse (NSC) we are able to ascertain exactly how many of our former students transfer to other colleges—specifically, to universities. But try to determine RSCCD's transfer **rate**! It can't be done because 1) many of our students don't have "transfer" as an educational goal and, thus, shouldn't be included in this rate calculation, and 2) there's no satisfactory, universal resolution to determining which community college should be credited with transfer students who attended more than one community college.

California community college transfer experts have created an alternate method of measuring a college's transfer success: **transfer readiness** (or transfer eligibility)--the number (or rate) of students who become **qualified** to transfer as a result of their community college course work.

Transcripts of first-time freshmen enrolled at RSCCD during the Fall 2003 semester, with no prior college units, were examined, giving each cohort four years (through Spring 2007) to complete the following steps in the model.

- **Transfer Directed** reflects students who enrolled in a transfer level English writing course and any transfer level math or statistics course at any time during the four-year time period.
- **Transfer Eligible** reflects those students in the Transfer Directed group who completed 56 or more transfer level units, have a GPA of 2.00 or higher in those transfer level courses, and successfully completed (A,B,C, or Credit) a transfer level writing course and a transfer level math course.
- The **Transfer Eligible Rate** is calculated by dividing the number of transfer eligible students by the number of transfer directed students.

Highlights

- **Table 2:** SAC and SCC report transfer eligible rates of 64% and 69%, respectively, for the Fall 2003 cohort—increases of 3 and 5 percentage points over rates for Fall 2002 cohorts.
- **Table 3:** About a third of students in the new freshman cohorts from both SAC and SCC (35% and 33%, respectively) completed only six or fewer units.
- **Table 4:** SAC awarded degrees to 10% (n=398) of Fall 2003 new freshmen within the four years of tracking, and 3% (n=137) received certificates. SCC awarded degrees to 12% (n=334) of their respective cohort, and 2% (n=61) received certificates.
- **Table 5:** Although more males at both colleges enrolled as new freshmen in each Fall 2003 cohort (twice as many at SCC), more females completed the requisite coursework to be considered transfer-eligible (resulting in 61%-68% rates for males, and 68%-70% rates for females).

Transfer Directed

While the percentages of SAC students who complete transfer-level English and math courses (indicating a possible transfer-related goal) have remained virtually constant in the first four years of this study, the rates of all transfer-directed students increased with the Fall 2003 cohort. Similarly, while overall SCC transfer-directed rates varied only a few percentage points, the corresponding rates of Asian students in the cohort decreased sharply (28% to 17%). The wide gap between Asians and all others is gradually closing.

First-Time Freshman Cohorts	Table 1 Percent of Students Who Are Transfer-Directed within 4 Years (through Spring 2007), By College and Ethnicity						
	Total	African-Amer.	Native Amer.	Asian	Caucasian	Latino	Other
Santa Ana College							
Fall 1999	13%	8%	4%	19%	12%	13%	7%
Fall 2000	11%	7%	5%	19%	8%	11%	7%
Fall 2001	11%	6%	0%	17%	7%	13%	6%
Fall 2002	11%	7%	0%	13%	7%	13%	8%
Fall 2003	13%	1%	5%	16%	9%	15%	13%
Santiago Canyon College							
Fall 1999	14%	4%	5%	27%	15%	9%	15%
Fall 2000	17%	8%	7%	24%	21%	11%	14%
Fall 2001	17%	8%	7%	28%	19%	11%	17%
Fall 2002	14%	8%	0%	17%	16%	11%	16%
Fall 2003	18%	2%	14%	25%	23%	13%	15%

Transfer Eligible Rates

The rate of SAC students who become eligible to transfer remained fairly stable, overall, but those of Caucasian students increased significantly (18 percentage points). Rates for students at SCC increased for Latino and White groups, as well as the cohort overall. The gap between rates of Asian students and all others continues to narrow, especially at SCC.

First-Time Freshman Cohorts	Table 2 Transfer Eligible Rates (within 4 years), By College and Ethnicity						
	Total	African-Amer.	Native Amer.	Asian	Caucasian	Latino	Other
Santa Ana College							
Fall 1999	70%	70%	0%	84%	73%	65%	55%
Fall 2000	68%	67%	50%	74%	51%	71%	56%
Fall 2001	62%	44%	0%	72%	56%	61%	56%
Fall 2002	61%	56%	0%	74%	51%	61%	65%
Fall 2003	64%	100%	0%	78%	69%	58%	63%
Santiago Canyon College							
Fall 1999	68%	33%	0%	68%	70%	66%	73%
Fall 2000	61%	33%	50%	60%	60%	65%	65%
Fall 2001	66%	60%	100%	71%	69%	55%	63%
Fall 2002	64%	50%	0%	70%	67%	59%	63%
Fall 2003	69%	0%	0%	66%	70%	69%	77%

Units Completed and Awards Earned

About one-third (35% and 33% at SAC and SCC, respectively) completed six or fewer units while at RSCCD colleges. About one-quarter of the Fall 2003 cohort completed over 45 units.

Units Completed by Fall 2001 Cohort Within 4 Years	Santa Ana College n=4076	Santiago Canyon College n=2699
0 - 6 units	35%	33%
6.1 - 15 units	16%	14%
15.1 – 30 units	15%	21%
30.1 – 45 units	9%	7%
45.1+ units	25%	26%

A significantly higher number of degrees were awarded to students in the 2003 cohort (+2 percentage points at both SAC and SCC).

First-Time Freshman Cohorts	Santa Ana College		Santiago Canyon College	
	count	% of cohort	count	% of cohort
	AA/AS Degrees			
1999 cohort	218	5%	111	5%
2000 cohort	358	9%	217	10%
2001 cohort	209	5%	159	7%
2002 cohort	347	8%	256	10%
2003 cohort	398	10%	334	12%
Certificates				
1999 cohort	55	1%	26	1%
2000 cohort	77	2%	42	2%
2001 cohort	96	2%	50	2%
2002 cohort	129	3%	50	2%
2003 cohort	137	3%	61	2%

**Table 5
TRANSFER ELIGIBILITY OF RSCCD STUDENTS (within 4 years)
BY ETHNICITY, GENDER, AND COLLEGE**

Cohort	Santa Ana College, First Time Freshmen, Fall 2003				Santiago Canyon College, First-Time Freshmen, Fall 2003			
	Count	%	Gender		Count	%	Gender	
			male	female			male	female
New Freshman Cohort	4076	100%	2146	1930	2699	100%	1799	900
African-American	122	100%	80	42	52	100%	37	15
Native American	21	100%	16	5	22	100%	20	2
Asian	635	100%	306	329	229	100%	115	114
Caucasian	774	100%	493	281	1176	100%	763	413
Latino	2315	100%	1119	1196	1012	100%	717	295
Other	209	100%	164	77	208	100%	147	61
Transfer Directed*	541	13%	247	294	487	18%	236	251
African-American	1	1%	0	1	1	2%	0	1
Native American	1	5%	1	0	3	14%	3	0
Asian	102	16%	54	48	56	25%	30	26
Caucasian	71	9%	42	29	265	23%	131	134
Latino	339	15%	135	204	131	13%	57	74
Other	27	13%	15	12	31	15%	15	16
Transfer Eligible**	345	9%	151	194	336	13%	161	175
African-American	1	100%	0	1	0	0%	0	0
Native American	0	0%	0	0	0	0%	0	0
Asian	80	13%	45	35	37	16%	23	14
Caucasian	49	6%	26	23	185	16%	89	96
Latino	198	9%	69	129	90	9%	36	54
Other	17	8%	11	6	24	12%	13	11
Transfer Eligible		64%				69%		
African-American		100%				0%		
Native American		0%				0%		
Asian		78%				66%		
Caucasian		69%				70%		
Latino		58%				69%		
Other		63%				77%		

* Enrolled in Transfer English Writing Course **and** Transfer Math Course

** Completed 56+ units **and** a GPA2.00 (transfer courses) **and** successful completion of a transfer English Writing Course **and** successful completion of a transfer math course.

*** The number of transfer eligible students divided by the number of transfer directed students.