

Analysis of College of Marin Transfer Students

Information taken from the Clearing House and College of Marin internal data
for students transferring from the College of Marin from 2000 -07

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Draft for Discussion Only

(All tables of data supporting this analysis are on reserve in the COM Library)

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(All tables of data supporting this analysis are available upon request)

Executive Summary

This is an analysis of students who have transferred from the College of Marin (COM) to four year colleges and universities from academic year 1999-00 to 2006-07. The information for this analysis came from information provided by the College Clearing House, a non-profit organization that tracks students throughout their college career. The information provided includes schools attended, graduation dates, degrees and majors. Only students who completed at least 12 units at the College of Marin are included in the analysis. The COM college transcripts of these students and the Clearing House information were analyzed in detail in order to measure the effectiveness of the transfer program at COM, as well as determine if any changes to the program might improve COM students' transfer rates to four year colleges.

The common perception is that students want to earn a college degree graduate from high school, attend a college and graduate in four years. With the exception of students at a few elite colleges, this is not what happens for most students. The five year graduation rate within the UC system is around 50% and much lower in the CSU system. It should not be a surprise therefore, that transfer students do not fit the mold of a student smoothly marching through college. In fact, the vast majority of COM's transfer students take widely varying routes toward their college degree, with only a handful going from high school through COM and on to a four year school in two years. The serving of students with varying paths is the strength of COM as well as other community colleges. This analysis shows that COM has been very successful in serving transfer students.

The following is a summary of the results of this analysis:

How many students transfer and their basic profile?

- Between 500 and 600 students who leave COM each year end up transfer to a four year college.
- About 75% of those students who end up at four year college do so within one year of leaving COM, 86% within in two years.
- Less than 20% of students are full time.
- Median age at transfer is between 23 and 24.
- Median time at COM is 3 to 4 years.
- Transfer peaked in 2003. Recently the number of transfer has remained fairly steady.

What is the source of COM's transfer students?

- Almost one -half for the students did not answer high school question. (This means that the student was over 21 at date of entry to COM)
- Of the students responding, 57 % went to Marin high schools.

To which colleges do students transfer?

- Students transferred to 474 different colleges.
- Almost 25% of the transfers were to SF State.
- About 50 students per year transfer to UC Berkeley.
- Dominican College was the top private college - over twice USF, which was number two.
- Over 30% of all transfers were to private or out of state colleges.

Do transfer students earn AA/AS degrees?

- Only about 20 % of transfer students earn an AA/AS Degree from COM.
- One-half of those degrees are in Liberal Arts.
- The Liberal Arts Degree can no longer be given.
- Biology, Nursing and Business are the top AA/AS degrees given at COM.

How many transfer students earn four year degrees?

- The data suggest that **almost 70%** of all students who transfer will earn a four year degree.
- 71.3% of those earning a four year degree are White.
- Over 60% of transfer students earning a four year degree are women.

What are most common majors?

- Popular Majors

Business / Econ.	21%
Social Science	16%
Psychology / Counseling	11%
English / Humanities	10%
	<u>58%</u>

- 85% of all majors are in non-science areas.

What courses do students take a COM?

- Top Areas of Study (Most units) % of Total
 - Math 12%
 - English 11%
 - Behavioral Science 10%
 - Social Science 8%
- More students (count of students not units taken) take Behavioral Science than any other area.
- 64% of all units are taken in prime time / 17% evening / 9% afternoon.
- Only a small number of units have been earned at IVC.

How do the COM transfer students do in math and English?

- Overview (Number of students)

Course	Total	Pass	>1 time	No Pass
Engl 120	1659	1475	348	184
Engl 150	2181	2074	298	107
Math 103	1712	1342	619	370
Math 115	1859	1701	333	158

- 18% of transfers completed Engl 98 / 20% Math 101.
- 53% of transfers completed Engl 150 elsewhere / 62% Math 115 elsewhere.
- About 10% of transfer students took English below level 98 and Math 95.
- About 5.3% of transfer students took ESL or Engl SL.

How long does to take for students to transfer?

- Between 30% and 40% of students spend five years or more at COM before transferring.
- About 30% of students transfer with 30 units or less. This is down from 40% in year 2000.

What are the demographics of COM transfer students?

- About 70% of all transfer students are 28 or under.
- About 70% are white.
- About 60% are women.
- Less than 4% of transfers are African American.
- Almost 8% are Hispanic.
- About 43% of all transfers under 23.
- About 10% of students come from non English speaking homes.

Implications

- The data suggest that there are more than 2000 transfer oriented students at COM.
- Almost **none** fit the mold of the traditional college student.
- The College is very successful in transferring students to four year schools.
- Most students who transfer probably have college experience outside of COM when they enter COM.
- COM does not transfer recent Marin high school graduates.
- SF State, Berkeley and Dominican are key transfer partners.
- Many students have the ability to go to private colleges. As currently structured, AA/AS degrees do not interest transfer students.
- College of Marin students are very successful once they transfer.
- The demographics of those earning a four year degree are similar to those students who transfer.
- The main focus of transfer students at COM is Social Science (in the broad sense - including business) and Humanities (in the broad sense).
Math and English are very important areas for transfer students.
- Many students are interested in Social and Behavioral Science.
- IVC has very little transfer impact.
- Most transfer students do not start at college level English or transfer level math.
- Math 115 is the terminal math course.
- Students struggle with English and math.
- Many transfer students do their English and math outside of COM.
- Many transfer students are taking courses as high school students or are taking courses as a transition between four year colleges.
- Many students spend a long time at COM before transferring.
- COM transfer students are getting younger.
- COM has good ethnic diversity.
- There is a very wide range of ages for transfer but most are relatively young.

Summary of Recommendations

1. Employ a Transcript Evaluator.
2. Update student's goals each semester.
3. Treat high school age students as a cohort. Survey students and parents.
4. Adequately fund and staff the Transfer Center.
5. Schedule courses based on transfer course priorities.
6. Broadly schedule key transfer courses across schedule time periods.
7. Threat math and English as top transfer priorities.
8. Create an IGETC math course which meets the needs of students majoring in the arts and humanities.
9. Track transfer students and active direct their transfer path.
10. Mine the institutional data in order to actively:
 - a. Encourage non science transfer students to get IGETC certification.
 - b. Apply for an AA/AS degree.
11. Build generated AA/AS within State requirements that meet the needs of transfer students.

Recommendations

Recommendations

Transfer Program at the College of Marin

Issues and /or Problems	Recommendations
<p>Many of COM's transfer students have come from other colleges with prior units completed elsewhere. Currently the evaluation of students transcripts is done only upon the students request. This information is not recorded in the students records.</p>	<p>COM should have a Transcript Evaluator working in Admissions and Records. All students who indicate an intention to transfer and who have units from other colleges should have their transcripts evaluated and recorded in COM's records.</p>
<p>Many of COM's transfer students have attended college for many years. Students intentions often change over the years. Students intentions are not updated under the current system.</p>	<p>Student's college goal should be asked and recorded each semester.</p>
<p>A significant number of student who leave COM for four-year colleges (about 7%) are of high school age. This group is important for many reasons: 1) They are quite successful in their college careers. 2) They are influential in their high schools.</p>	<p>These students should be identified and treated as a cohort. Their parents should be contacted and surveys should be done to make sure that COM is meeting their needs.</p>
<p>About 40% of transfer students go on to private colleges. Over 350 different schools are represented . Dominican University is the top private transfer institution for COM's students.</p>	<p>The Transfer Center is very important for COM students going on to private schools. The center should be adequately funded and staffed.</p> <p>A special transfer articulation should be pursued with Dominican University in order to accelerate the earning of four year degrees for our transfer students. This type of 2 plus 1 arrangement has been made between Bellevue University and its local community colleges</p>
<p>The analysis of COM's transfer students indicates important factors which should influence scheduling and course offerings:</p> <ol style="list-style-type: none"> 1) 40% of students go to CSU's. 2) Many students start at below level college English and Math. 3) Almost 60% of all of COM's transfer students major in Business/Economics, Social Science, Psychology/Counseling and English/Humanities. 4) COM tends to bunch scheduling with start hours between 9:30 to 12:30 M-Th. 5) Certain general education requirements for transfer students are limited in choices, e.g. English, math, speech, history, political science 	<p>Scheduling should be done so that transfer students can fill a full time course load with required courses. Key core classes, based on IGETC requirements with limited choices and the requirements for the most popular majors , should be scheduled early morning, prime time, afternoon and evening in a coordinated manor.</p> <p>Low enrolled core courses which have been scheduled in order to expand a student's scheduling choices should be supported.</p>

Recommendations

Transfer Program at the College of Marin

Issues and /or Problems	Recommendations
<p>Many students have trouble completing the math and English transfer sequence. Math seems to be more difficult for students than English.</p> <p>Most students terminate their math with statistics (Math 115) for their general education (IGETC) requirement.</p>	<p>Math and English should be a top priority in terms of resource allocation.</p> <p>An alternative to Math 115 should be developed which would better meet the (IGETC) needs of students in the arts and humanities.</p> <p>All students dropping a class should be given a short survey to help determine student problem areas.</p>
<p>Students do not always follow a consistent and efficient path toward transferring.</p>	<p>Transfer students should be identified and tracked. They should be encouraged to complete their math and English sequence on a timely basis. They should be encouraged to get their IGETC certification.</p>
<p>Few transfer students receive AA /AS degrees.</p>	<p>AA/AS degrees should be as generalized as possible within the minimum legal requirement. For example, an 18 unit degree in Social Science could be developed. It could include courses from history, political science, anthropology, ethnic studies, geography and sociology.</p>