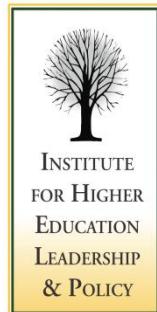




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Testimony to the Assembly Higher Education Committee Hearing on Streamlining Transfer in Public Higher Education

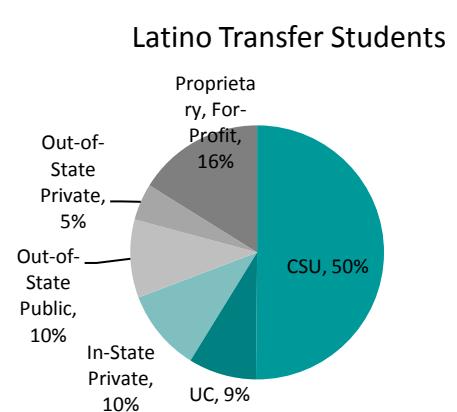
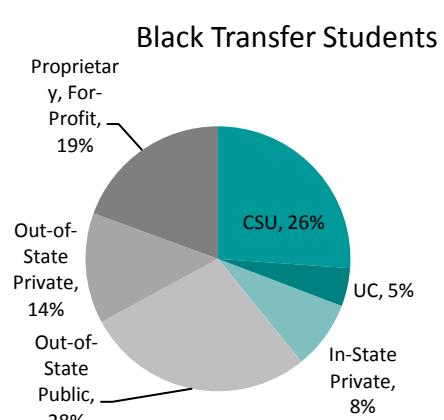
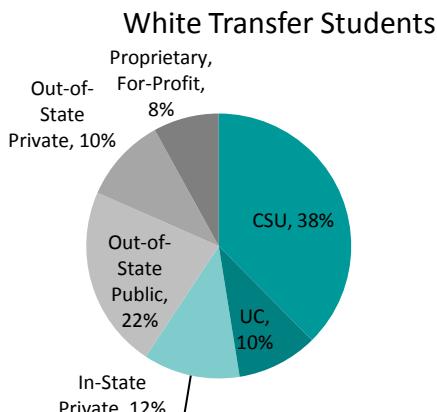
November 12, 2013

Transfer is Critical in California

- California's higher education system was designed to rely heavily – more than most states – on transfer
- Significant share of bachelor's degrees awarded to students who transferred (~50% at CSU and ~30% at UC)
- Transfer students do about as well as students who started as freshmen at CSU and UC, and graduate at similar rates
- *But acceptable outcomes of those students who successfully navigate transfer doesn't mean the transfer process is functioning well for all students*

Despite Its Importance, Much Evidence of Problems with Transfer Prior to Recent Reform

- Transfer rates varied by method, but estimates ranged from about 20% to 40% - *only a small portion of those students who wanted to transfer did so*
- Transfer rate overstates what most people think of as "transfer" - *many students complete few units and transfer well short of junior status – to other than UC or CSU (see charts)*
- Most students who transfer to a UC or CSU take many more classes than required for a degree – *waste of students' and taxpayers' money and limits the number of students who can be served.*
- Most transfer students do not earn associate degrees (only about 20%) - *students who don't go on to complete a bachelor's degree have no credential after years of college study and tuition payments*
- Growing numbers transferring to proprietary institutions - *reasons to be concerned about high debt and low completion rates*



Problems Related to Structure of California's Transfer Process

- No statewide approach to transfer - built around institution-to-institution local agreements
- No single common General Education (GE) program and no assurance that GE requirements of the receiving university and major will be satisfied
- No consistency across universities in the courses they require students to take to be prepared to enter a major
- Numerous efforts to improve transfer had not worked - stuck to the traditional paradigm
- Needed to shift the paradigm: *instead of trying to help students navigate a complex system built on local variation, the state should design a system that simplifies the process*

Creating a Statewide Transfer Process

- SB 1440 is a step in that direction, an effort to create a more standardized, structured pathway to transfer
- Two primary goals:
 - Improve efficiency in the transfer process by reducing units (increasing access)
 - Incentivize completion of associate degree
- Required community colleges to develop associate degrees for transfer
 - 60 units total units
 - GE courses and 18 units of coursework in a major
 - No local requirements (e.g., physical education)
- Students earning degrees are guaranteed:
 - Admission somewhere in the CSU system into a program deemed similar to their associate degree (“similarity” determined by CSU)
 - No repeat of courses similar to those already taken
 - Complete a bachelor’s degree within 60 units at CSU
- SB 1440, as enacted, would not necessarily have led to a statewide solution
 - Academic Senates develop Transfer Model Curricula (TMC)
 - TMC for 25 majors, several others under development

Status of Implementation

- LAO and Campaign for College Opportunity reports expressed concern about students' access to these degrees
- IHELP working on a review of the implementation, for PPIC publication –available in 2014
- A few preliminary findings:
 - Implementation has accelerated
 - Pockets of limited implementation remain in both systems
 - Reasons for limited implementation: a combination of actual barriers and varying opinions about the value of this reform
 - Bigger problem at this point is low awareness and understanding among students and insufficient efforts to inform them
 - New degrees probably not best option for all transfer-bound students
- *Need patience, and realistic expectations*