

Annual Transfer Report 2021-22

Riverside City College

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Executive Summary

Riverside City College continues to measure the number of students who transfer to four-year institutions as one way to monitor our impact on our students' success. As we move out of the COVID-19 pandemic, we have seen glimpses of improvement for some of our student populations. African American female and Hispanic male students are on track to exceed their transfer rates from previous years. The increase in transfer rate for these groups has decreased the equity gap, completely eliminating the gap for African American female students.

However RCC has not been able to provide the same support for all student groups, which has led to inconsistent increases in transfer rate across student groups. African American male and Hispanic female student groups in the Fall 19 cohort have transfer rates that are lagging behind previous years. Further inquiry is needed to determine the reasons why these two groups have not had the same increase in transfer rate so RCC can implement intentional initiatives to support these populations.

There are preliminary indications that students who start in summer have higher transfer rates, especially for our historically minoritized students. Further analysis in this area is needed to gain a better understanding of this population of students and the differences between summer and fall starters, but these are promising findings.

Similar to previous years, the majority of our students are transferring to local four-year institutions (CSU San Bernardino, UC Riverside, CSU Fullerton, and California Baptist University), indicating the importance of continuing to strengthen our partnerships with these institutions.

Our transfer metrics can be used in conjunction with other metrics to help determine if our efforts are having a positive impact on our students, especially our disproportionately impacted and historically minoritized groups.

Introduction

Transfer to four-year institutions is a metric that is used in several planning documents at Riverside City College (RCC) including in the Strategic Plan, Vision for Success, and Student Equity plan. Using the National Student Clearinghouse (NSC), the subsequent enrollments for a student can be tracked. Analyzing these data allow us to determine how many RCC students transfer and which four-year institutions they transfer to. There are two main transfer metrics that are calculated: transfer rate and transfer volume.

Transfer Rate

Transfer rate is a cohort-based metric that calculates the percentage of first-time RCC students that transfer to a four-year institution within a certain number of years after leaving RCC. This metric provides us with the ability to see our year-over-year progress towards increasing student transfer numbers. This analysis will focus on a three-year transfer rate (150% of the expected time to transfer), giving students four academic years to enroll at a four-year institution. For example, the analysis will have an initial cohort of first-time college students (FTCS) in Fall 2019 and calculate the percentage of students who enroll at a four-year institution in the 2019-20, 2020-21, 2021-22, or 2022-23. Each cohort will consist of Fall FTCS for a given year. It is important to note that transferring in three years could be

challenging for part-time students (less than 12 units attempted in major term), which makes up the majority of the RCC student population (71.0% in Fall 2022).

Table 1. The three-year transfer rates for Riverside City College students who were first-time college students in Fall 2017, Fall 2018, and Fall 2019.

	Race/Ethnicity	Fall 17 (n = 3,980)		Fall 18 (n = 4,315)		Fall 19* (n = 4,394)	
		Transfer	Transfer Rate	Transfer	Transfer Rate	Transfer	Transfer Rate
Female	African American	20	14.2%	25	14.5%	22	17.9%
	Asian	41	41.8%	35	41.7%	44	43.1%
	Hispanic	217	15.5%	263	16.2%	212	12.8%
	Native American	1	12.5%	0	0.0%	1	25.0%
	Pacific Islander	1	14.3%	1	9.1%	3	25.0%
	White	100	27.5%	116	31.6%	97	28.9%
	Two or More	6	25.0%	4	10.5%	11	22.4%
	Unknown	0	0.0%	2	28.6%	5	6.8%
Male	African American	32	19.8%	27	17.8%	24	14.9%
	Asian	37	28.2%	43	37.1%	33	25.2%
	Hispanic	132	10.7%	145	10.8%	121	10.0%
	Native American	0	0.0%	1	16.7%	0	0.0%
	Pacific Islander	6	30.0%	1	20.0%	2	13.3%
	White	67	20.3%	63	20.1%	57	17.8%
	Two or More	2	15.4%	0	0.0%	1	4.2%
	Unknown	0	0.0%	0	0.0%	6	7.3%
<i>Other</i>		7	24.1%	9	19.6%	8	10.3%
Total		669	16.8%	735	17.0%	647	14.7%

* The Fall 19 cohort only includes students who enrolled at a four-year institution up until Fall 22.

The “Other” group includes students with Unknown, Undeclared, or Non-Binary gender. The highlighted student groups are historically marginalized groups that have significant populations at RCC. The transfer rate numbers for the Fall 19 cohort are expected to increase because it only accounts for students who enrolled at a four-year institution up until Fall 22 and in recent years, there have been a decent number of students who enroll at a four-year institution in the Winter or Spring terms.

Despite the shorter period of time to transfer for the Fall 19 cohort (17.9%), the African American female group has already exceeded their transfer rate for the Fall 17 or Fall 18 cohorts (14.2% and 14.5%, respectively), while the Hispanic male group has nearly matched the previous cohorts (Fall 17: 10.7%; Fall 18: 10.8%; Fall 19: 10.0%). However, the African American male (Fall 17: 19.8%; Fall 18: 17.8%; Fall 19: 14.9%) and Hispanic female groups (Fall 17: 15.5%; Fall 18: 16.2%; Fall 19: 12.8%) both have transfer rates that are lagging behind previous cohorts.

Incorporating the disproportionate impact calculations with the transfer rate data allows us to evaluate whether equity gaps are closing. The Percentage Point Gap (PPG-1) methodology is used to calculate the percentage points gaps (PPG) and to determine disproportionately impacted (DI) groups. The PPG represents the difference in transfer rates between a selected group to the rest of the student population. A

group is defined as disproportionately impacted if the PPG is negative and the absolute value of the PPG is greater than the Margin of Error. Further details about the methodology can be found [here](#).

Analyzing percentage point gaps compares transfer trends across different student groups. The analysis highlights that RCC has made some progress towards closing equity gaps, but there is still work because some equity gaps have persisted. The equity gap that African American female students had in Fall 17 and 18 cohorts (-2.6 and -2.4 PPG, respectively) was closed in the Fall 19 cohort (3.2 PPG). Also, while Hispanic male students continue to be disproportionately impacted, the PPG for the Fall 19 cohort is 1.6 percentage points more positive, indicating a trend toward closing the equity gap. Other groups such as Hispanic female students saw their PPG remain nearly the same, meaning that the equity gap has persisted.

Table 3. Displays the percentage point gap (PPG) and whether the group is disproportionately impacted (DI) based on the Percentage Point Gap methodology.

	Race/Ethnicity	Fall 17		Fall 18		Fall 19	
		PPG	DI	PPG	DI	PPG	DI
Female	African American	-2.6%	N	-2.4%	N	3.2%	N
	Asian	25.0%	N	24.6%	N	28.4%	N
	Hispanic	-1.4%	N	-0.9%	N	-1.9%	N
	Native American	-4.3%	*	-17.0%	*	14.1%	*
	Pacific Islander	-2.5%	*	-7.9%	N	10.3%	N
	White	10.7%	N	14.6%	N	10.3%	N
	Two or More	6.3%	N	-6.2%	N	7.7%	N
	Unknown	-16.8%	*	11.5%	*	-7.9%	Y
Male	African American	2.9%	N	0.7%	N	0.2%	N
	Asian	11.9%	N	20.0%	N	10.5%	N
	Hispanic	-6.1%	Y	-6.3%	Y	-4.7%	Y
	Native American	-16.8%	*	-0.4%	*	-14.7%	Y
	Pacific Islander	13.2%	N	3.0%	*	-1.4%	N
	White	3.5%	N	3.0%	N	3.0%	N
	Two or More	-1.4%	N	-17.0%	Y	-10.6%	Y
	Unknown	-16.8%	*	-17.0%	*	-7.4%	Y
<i>Other</i>		7.3%	N	2.5%	N	-4.5%	N

* indicate that the sample size was too small ($n < 11$) so disproportionate impact cannot be calculated

While many RCC students start their careers in the Fall term, some students start in the prior Summer term. In order to determine whether Summer starters transfer at a different rate, they were compared to Fall Starters. The Fall Starter numbers differ from the values in Table 1 because the Fall cohorts include Summer Starters if they enrolled in both the Summer and Fall terms while the Fall Starter columns in Table 3 only include students who enrolled only in the Fall term.

Summer Starters consistently have higher transfer rates across all three cohorts, especially for African American female (Fall 18: 116.7%; Fall 19: 74.5%), African American male (Fall 18: 87.5%; Fall 19: 55.1%), Hispanic female (Fall 18: 51.3%; Fall 19: 62.4%), and Hispanic male (Fall 18: 69.7%; Fall 19: 76.1%) student groups. The Summer Starters group is much smaller than the Fall Starters, but still makes up 786 students in Fall 19 (Fall Starters group was 4,394 students).

While the data demonstrate that Summer Starters, especially for historically marginalized populations, have higher transfer rates than Fall Starters, there are other potential factors that make up a Summer Starter student that this analysis does not account for. A more in-depth analysis that's controls for other variables such as unit load, high school GPA, and program of study could help determine why Summer Starter students transfer at a higher rate.

Table 4. Displays the three-year transfer rates for students based on whether they started in Summer or Fall.

	Race/Ethnicity	Fall 17 Cohort		Fall 18 Cohort		Fall 19 Cohort*	
		Summer Starter	Fall Starter	Summer Starter	Fall Starter	Summer Starter	Fall Starter
Female	African American	19.0%	14.6%	28.6%	13.2%	26.7%	15.3%
	Asian	50.0%	40.7%	76.9%	39.0%	42.1%	44.2%
	Hispanic	25.1%	13.9%	23.0%	15.2%	19.0%	11.7%
	Native American	0.0%	14.3%	50.0%	0.0%	50.0%	33.3%
	Pacific Islander	-	14.3%	50.0%	9.1%	0.0%	27.3%
	White	42.9%	25.8%	43.8%	29.1%	26.9%	29.1%
	Two or More	40.0%	19.0%	0.0%	8.6%	18.2%	22.5%
	Unknown	0.0%	0.0%	50.0%	20.0%	25.0%	4.5%
Male	African American	32.7%	13.3%	25.5%	13.6%	21.4%	13.8%
	Asian	55.6%	26.1%	35.3%	35.6%	26.3%	24.3%
	Hispanic	20.6%	9.4%	16.8%	9.9%	16.2%	9.2%
	Native American	0.0%	0.0%	0.0%	20.0%	0.0%	0.0%
	Pacific Islander	25.0%	33.3%	0.0%	20.0%	33.3%	8.3%
	White	32.2%	19.2%	22.0%	19.1%	19.7%	17.1%
	Two or More	16.7%	20.0%	0.0%	0.0%	0.0%	4.8%
	Unknown	50.0%	0.0%	-	0.0%	10.0%	6.8%
<i>Other</i>		33.3%	23.1%	0.0%	20.0%	7.4%	9.4%
Total		28.1%	15.2%	24.5%	15.8%	19.6%	13.8%

* The Fall 19 cohort only includes students who enrolled at a four-year institution up until Fall 22.

Transfer Volume

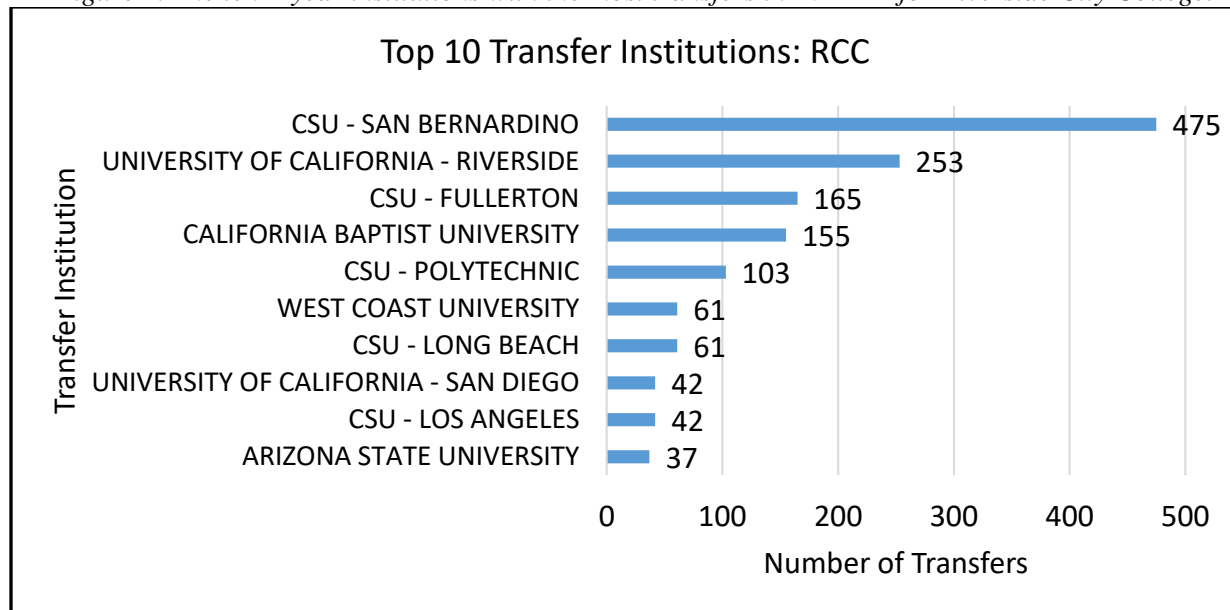
Transfer volume represents the number of students who transfer to a four-year institution in a given year. This metric is useful for reporting such as the Student Centered Funding Formula where the sheer number of transfers in any given year is the focus of the metric. Counter to transfer rate, transfer volume does not account for the number of years spent at RCCD before transferring to a four-year institution and is not cohort-based. For a student to be counted in transfer volume there is a specific set of definitions that the student must fall into:

- Earned 12+ units at RCCD
- Transfer is awarded to the college where the student earned the majority of their units (if there is a tie, then both colleges are awarded the transfer)
- Enrolled at four-year institution within one year of enrollment at RCCD
- Student's first enrollment at the four-year institution

The majority of students transfer to a small number of four-year institutions and many tend to be to local institutions. The top transfer institutions are similar to previous years with California State University San

Bernardino, University of California Riverside, California State University Fullerton, California Baptist University, and Cal Poly Pomona ranking as the top five.

Figure 1. The ten 4-year institutions with the most transfers in 2021-22 for Riverside City College.



There was a modest increase in the total number of transfers between 18-19 to 21-22 (7.7% increase), with a peak in 2020-21 (13.4% increase compared to 2018-19). The largest increase in 21-22 was seen amongst CSU transfers (39.8%), while there were decreases in transfers to In-State Private (-17.9%) and OOS Private (-11.5%) institutions. In 21-22, nearly two-thirds (65.7%) of transfers were to UC or CSU institutions.

Table 5. The transfer volume numbers at RCC by 4-year institution type from 2018-19 to 2021-22. UC is the University of California system, CSU is the California State University system, OOS is out-of-state public institutions, OOS CC is out-of-state community colleges with 4-year programs.

College	2018-19	2019-20	2020-21	2021-22
UC	460	495	543	421
CSU	726	862	1,026	1,015
In-State Private	436	386	254	358
OOS CC	1	2	0	1
OOS Private	235	189	186	208
OOS Public	171	163	191	182
Total	2,029	2,097	2,300	2,185

The Proportionality Index (PI) methodology is used to identify disproportionately impacted groups for the transfer volume metric. In context of this analysis, the PI methodology assumes that the transfer volume of a group will be proportional to their headcount. It is expected that the PI value should be 1.0 if the number of transfers is proportional to the headcount. A PI value of less than 0.9 represents a disproportionately impacted group, while a PI value greater than 1 mean that there are proportionally more transfers than expected. The headcount is from the State Chancellor’s Office Datamart for the 2021-22 academic year.

There are several student groups that fall below the DI cut-off ($PI \leq 0.9$) including African American female, Hispanic male, Two or More male, and Unknown male; however, two of those groups have small sample sizes where the headcount is lower than 2.0% of the student population (Two or More male: 1.5%; Unknown male: 0.2%).

Table 6. Displays the percentage that each gender and race/ethnicity student group makes up of the 2021-22 transfer volume. The PI represents the proportionality index when the transfer volume percentage is compared to the 2021-22 headcount percentage.

	Race/Ethnicity	Transfer Volume (%)	PI
Female	African American	4.1%	0.87
	Asian	6.1%	1.55
	Hispanic	38.2%	0.95
	Native American	0.1%	1.06
	Pacific Islander	0.2%	0.97
	White	12.3%	1.33
	Two or More	2.2%	0.98
	Unknown	0.4%	0.80
Male	African American	2.7%	0.91
	Asian	4.7%	1.43
	Hispanic	18.8%	0.81
	Native American	0.2%	2.38
	Pacific Islander	0.2%	1.15
	White	7.8%	1.33
	Two or More	0.9%	0.57
	Unknown	0.0%	0.20
Other		1.0%	0.81

Proportionality Index was used to determine if certain student groups are transferring to CSU and UC institutions at a disproportionate rate. Similar to the previous table, the “Other” group includes students with Unknown, Undeclared, or Non-Binary gender and the highlighted rows represent historically marginalized populations who tend to make up a significant portion of the total headcount at RCC. While African American female and male students have an overall transfer volume that is proportional or close to proportional to their headcount (female: 0.87, male: 0.91), African American female students transfer to UC and CSU institutions ($PI = 0.30$ and 0.75 , respectively) and African American male students transfer to UC and CSU institutions ($PI = 0.47$ and 0.85 , respectively) at lower rate than expected. African American female students also transfer to Private institutions ($PI = 1.37$) at a proportionally higher than expected rate.

Table 7. Displays the percentage of RCC transfers to each college type disaggregated by gender and race/ethnicity, as well as the proportionality index values. The PI represents the proportionality index when the transfer volume percentage is compared to the 2021-22 RCCD headcount percentage.

	Race/Ethnicity	UC		CSU		Private		OOS Public	
		Transfer Volume (%)	PI	Transfer Volume (%)	PI	Transfer Volume (%)	PI	Transfer Volume (%)	PI
Female	African American	1.4%	0.30	3.5%	0.75	6.5%	1.38	6.0%	1.27
	Asian	10.2%	2.60	5.2%	1.33	4.9%	1.26	4.9%	1.25
	Hispanic	34.0%	0.84	43.6%	1.08	35.7%	0.89	25.1%	0.62
	Native American	0.0%	0.00	0.2%	1.52	0.0%	0.00	0.5%	4.22
	Pacific Islander	0.2%	1.26	0.0%	0.00	0.4%	1.87	0.5%	2.90
	White	8.8%	0.95	10.2%	1.11	17.5%	1.89	15.3%	1.66
	Two or More	1.7%	0.73	1.3%	0.56	4.6%	2.02	1.6%	0.72
	Unknown	0.5%	1.04	0.1%	0.21	0.7%	1.54	0.5%	1.19
Male	African American	1.4%	0.47	2.6%	0.85	2.3%	0.76	8.2%	2.71
	Asian	9.7%	2.95	3.5%	1.08	3.7%	1.12	2.7%	0.83
	Hispanic	20.7%	0.89	20.7%	0.89	14.7%	0.63	16.4%	0.70
	Native American	0.2%	2.47	0.1%	1.02	0.0%	0.00	1.6%	17.05
	Pacific Islander	0.2%	1.19	0.1%	0.49	0.2%	0.88	1.1%	5.47
	White	9.3%	1.58	7.4%	1.26	6.5%	1.11	10.9%	1.86
	Two or More	0.5%	0.31	0.5%	0.32	1.8%	1.16	1.1%	0.72
	Unknown	0.0%	0.00	0.0%	0.00	0.0%	0.00	0.5%	2.38
<i>Other</i>		1.2%	0.95	0.9%	0.71	0.5%	0.43	2.7%	2.19
Total		100%		100%		100%		100%	

Associate’s Degree for Transfer Earned and Transfer

While a student is not required to earn an Associate’s degree before transferring to a four-year institution, in recent years there has been a push to promote Associate’s Degrees for Transfer (AD-T). Through partnerships with UC and CSU institutions, AD-T’s should increase the likelihood of transferring to these institutions. The following table examines the number of students who transferred to UC and CSU institutions after earning an AD-T.

Table 8. The number of RCC students who transferred to a UC CSU after earning an AD-T.

Year	UC	CSU
2019-20	49	62
2020-21	52	107
2021-22	36	109

Over the past three years there has been an increase in the number of students who transfer to CSU institutions (75.8%), while transfers to UC institutions have seen a decrease, especially in the most recent year (-26.5%). There has been an increase in ADT’s earned at RCC, which has probably helped led to the recent increase in transfers to CSU institutions. The data demonstrate that more students are transferring

to UC/CSU institutions after earning an AD-T since 2019-20; however, the 145 students represents only 10.2% of students who transferred to a UC/CSU in 2021-22.

Next Steps

RCC continues to focus on student success with a student equity lens using Guided Pathways. The transfer rate and transfer volume are expected to begin increasing again as we navigate the post-pandemic environment and as enrollment at four-year institutions and RCC increase. However, we expect to see decreases in the number of high school graduates in the near future, and are already seeing disproportionate decrease in the headcount of our African American students. RCC needs to take this opportunity to instill new practices and policies that intentionally increase the transfer rates of our historically minoritized students. The transfer rate metric shows cohort-based year over year changes and will be used as an indicator of progress.

The Office of Institutional Effectiveness will continue tracking and reporting on these metrics. The Guided Pathways Cohort Power BI dashboard has cohort-based data for enrollment, momentum, and success and can be used to further examination these metrics. Please contact Wendy McEwen for access at Wendy.McEwen@rcc.edu.