# University of California and Private Institution Transfers:
A Profile of De Anza's Transfer Rates for Black Students

Mallory Newell and Andrew LaManque
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De Anza College is often tops in transfer compared to other community colleges in the state and is often nationally recognized for its high transfer rates. An RP Group Study[1] showed "consistently higher-than-expected transfer rates" for De Anza. However, disaggregated data[2] shows that transfer rates vary by ethnic group. Black applicants to the University of California (UC) system have one of the lowest admittance rates among De Anza's transfer population compared to their overall enrollment at the college. Application and admittance rates are not available for California State Universities (CSU).

Graph 1. De Anza applicants and enrollees at a UC by Ethnicity, 2020-21
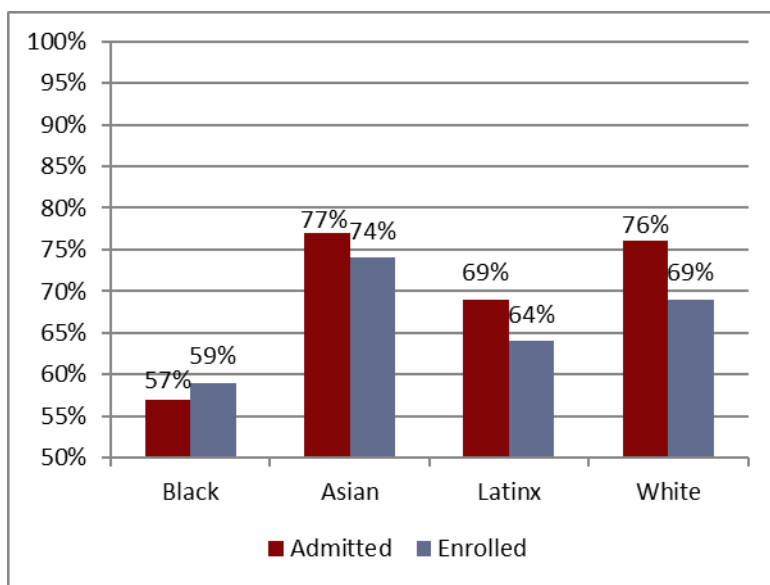
As displayed in Graph 1, 57% of students who applied to a UC campus in 2020-21 were admitted, and 59% of those students proceeded to enroll. Rates far lower than other ethnic groups at De Anza.

Further, even when admitted to a UC campus, Black students have one of the lowest enrollment rates compared to other ethnic groups. Black students make up 5.5% of the California population, whereas they comprise 3% of the UC population.

Based on these initial findings, the following research questions were explored:

Research Questions

The research questions that inform this study are:

1. What are the trends in UC admissions for De Anza Black students over time?
2. What differences exist between Black students who transferred to a UC compared to a private institution?
3. How could this information inform how we prepare our Black students for transfer?

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[1] "Transfer Practices at De Anza College" (Fall 2008)
[2] https://www.deanza.edu/ir/deanza-research-projects/degrees/2020-21_Transfers_to_Four-Year_Institution.pdf

To answer these research questions, the analysis used publicly available aggregate UC data and matched students who self-identified as Black and transferred to a UC or private institution between fall 2011 and spring 2022 using National Student Clearing House data. Twenty variables were explored to determine differences in Black students' transfer rates to a UC or a private institution.

Key Findings

- Roughly **15-20 Black students from De Anza enrolled at a UC campus** each year.
- The cumulative GPA from De Anza for Black transfer students to the UC system has risen over time; however, **there is a large difference between the GPA for those who applied and those admitted.**
- Most students applied to multiple **UC campuses but may not be admitted to their first-choice campus**, and thus choose not to enroll at the campus in which they are admitted.
- **Students applied to more UCs** in 2021-22, likely attributable to the removal of the SAT requirement, **though the enrollment rate remained the same** as prior years.
- Among Black students who attended a private institution, **16% attended a for-profit institution**.
- **Six percent of private transfer students** who are Black transferred to a **Historically Black College or University (HBCU)**.
- Many **Black transfer students who chose a private institution over a UC campus had the GPA needed to transfer to a UC** campus.
- Black students who transferred to a UC campus are more likely to have selected a transfer goal, obtained a transfer degree, and completed a higher percentage of courses than students who transferred to a private institution.

Analysis

Graph 2. UC Black Applicants and their outcomes
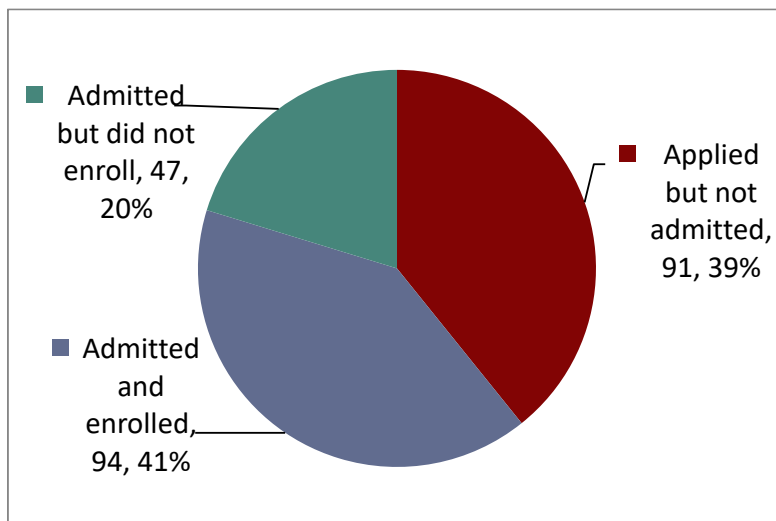

39% of Black students who applied to the UC system were not admitted.

The rate of students who applied over a five-year period, 2017-18 to 2021-22, (Graph 1) showed:

- 41% were admitted and enrolled
- 20% were admitted but did not enroll.

94 Black students from De Anza enrolled over a five-year period to one of the UC campuses.

*Graph 3. Black applicants, admits and enrollees to UC by year*
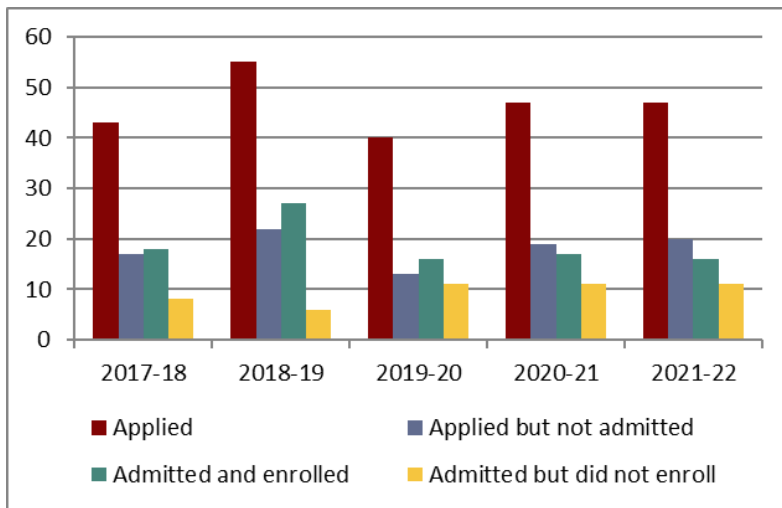
Roughly 15-20 Black students enrolled at a UC campus each year.
As displayed in Graph 3, the rate of Black students who transferred to a UC campus has remained stable over the last three years with roughly 15-20 Black students enrolling each year.

Many students were admitted but did not enroll at a UC. This may be because they were not admitted to their first choice of schools, they did not get into their desired major, or they received admission to another college where they preferred to enroll.

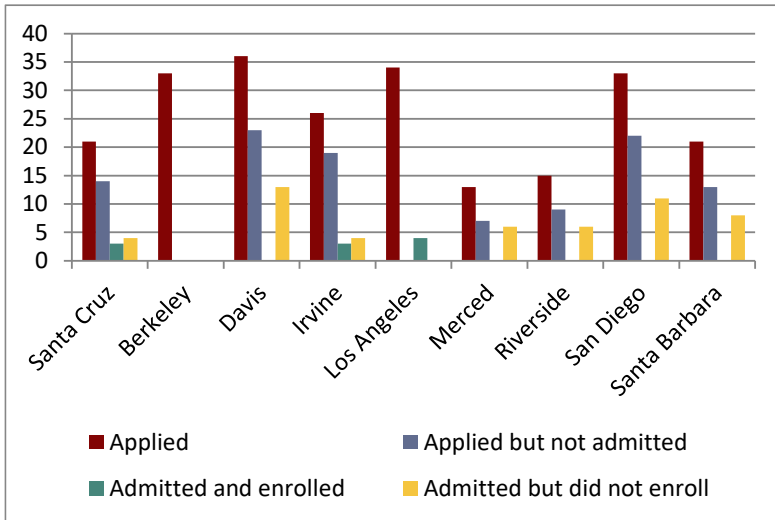*Graph 4. De Anza Black applicants to UC by campus, 2020-21*
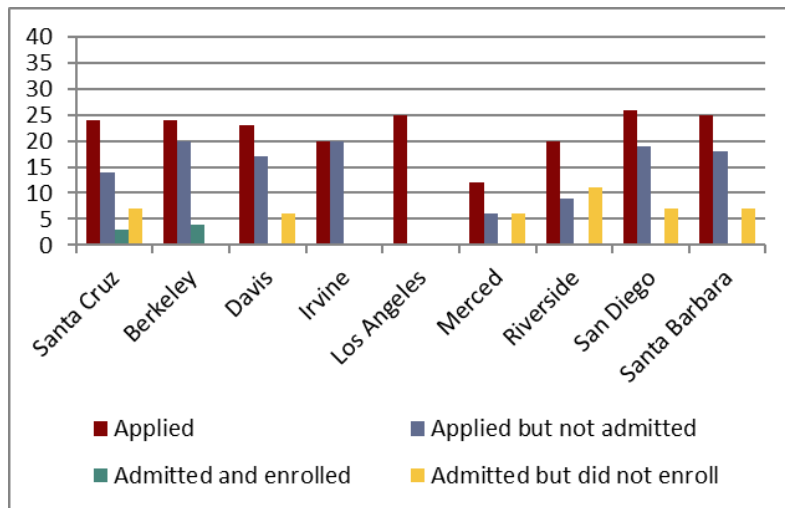
Most students applied to multiple UC campuses but may not be admitted to their first-choice campus, and thus choose not to enroll at the campus in which they are admitted.

Graph 4 shows the application, acceptance, and enrollment rate for Black students in 2020-21 by UC campus. In 2020-21, on average, students applied to four UC campuses, as there were roughly 25 applications to each UC campus (except for Merced), from less than 50 students (199 total applications).

When looking at the acceptance rate by campus, the acceptance rate for UC Riverside was 55% but none of the students decided to attend (or fewer than 3 based on suppression). This may suggest that even if a Black student is accepted to a UC campus, such as UC Riverside, it may not be their first choice of location and they may not choose to enroll. Conversely, no Black transfer applicants from De Anza in 2020-21 were accepted to UCLA.

Graph 5. De Anza Black applicants to UC by campus, 2021-22

Legend:
- Applied
- Applied but not admitted
- Admitted and enrolled
- Admitted but did not enroll

Students applied to more UCs in 2021-22, likely attributable to the removal of the SAT requirement, though the enrollment rate remained the same as prior years.

Approximatly 40-50 Black students applied to a UC each year over the last 5 years. Graph 5 shows the data for 2021-22 (fall only). In 2021-22, on average, students applied to five UC campuses, as there were roughly 35 applications at four UC campuses, from about 50 students (232 total applications).

The number of applications rose at several UCs such as Berkeley, Davis, Irvine, LA, and San Diego, though the overall number of Black transfer students applying from De Anza attending a UC was about the same in 2021-22 as 2020-21.

Graph 6. De Anza UC applicants, admits and enrollees by GPA, 2017-18 to 2021-22

Legend:
- Applied GPA
- Admitted GPA
- Enrolled GPA
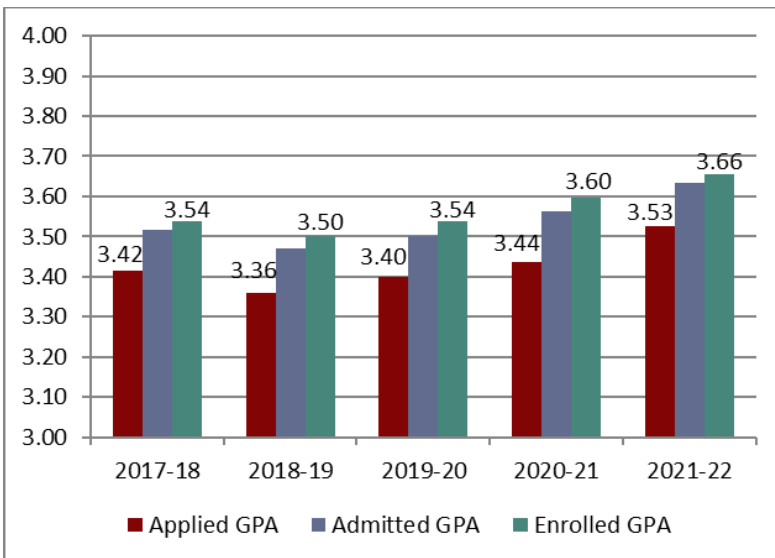
De Anza GPAs for all transfer students to the UC system has been rising over time, however, there is a large difference between the GPA for those who applied and those admitted.

As shown in Graph 6, the average GPA for De Anza transfer applicants (all students) to UC has risen over the past five years to 3.66.

The gap between the average GPA of applicants and those admitted shows that many students may not have been fully informed on their likelihood of successful admission to some UC campuses.

Note: Applied and enrolled cumulative GPAs are displayed.

Graph 7. Private institution enrollment by type from NSCH sample
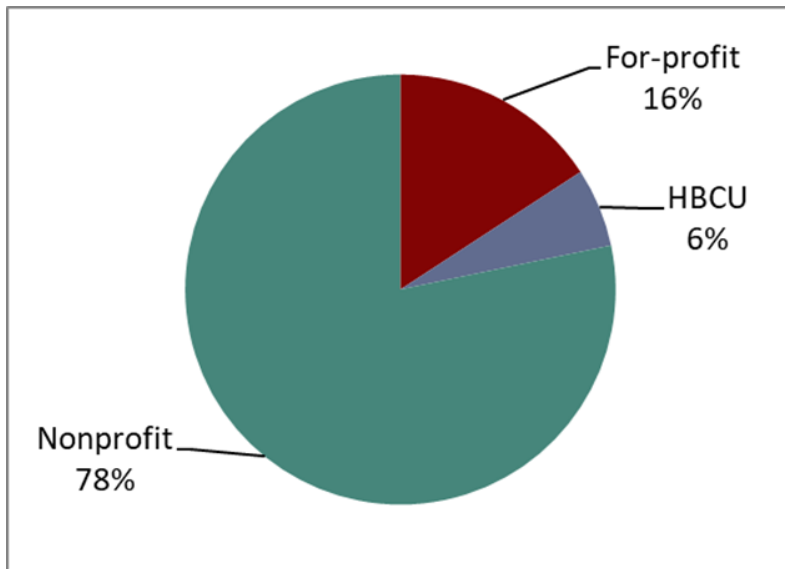
Of the students who attended a private institution, 16% attended a for-profit institution.

As indicated in Graph 7, 78% of private transfers in the NSCH sample attended a non-profit private institution, followed by for-profit colleges (16%) and HBCU (6%).

Table 1. Private institution with 5+ enrollments by institution from NSCH sample

Type	Institution Name
For-profit	Grand Canyon University
HBCU	Howard University
Nonprofit	Samuel Merrit University
Nonprofit	Southern New Hampshire University
Nonprofit	University of Souther California

Note: Private transfer institutions with five or more enrollments.

Six percent of Black students transferred to a Historically Black College or University.

In the NSCH sample, 13 students transferred to a for-profit, 5 to an HBCU, and 81 to a non-profit institution over the period.

The sample included a wide variety of colleges in terms of geographic location, size, and religious affiliation. Both Grand Canyon and Southern New Hampshire University offer

fully online programs.

Table 2 – Comparison of students who transferred to a UC or private institution in the NSCH sample

| Indicator	Private Transfer	UC Transfer	Percentage Point Difference
Female	50%	53%	-3
First Generation	23%	21%	3
Financial Aid Awarded	46%	42%	4
Special Program Participant	16%	9%	7
District Resident	34%	37%	-3
Transfer Goal	60%	73%	-13 *
Transfer Degree	54%	71%	-17 *
Earned to Attempted	77%	87%	-10 *

Cumulative attempted units greater than 11. Private = 152 students, UC = 89

* difference statistically different at .05 significance

Table 2 provides comparisons for UC and private transfer students.

• 23% of private transfer students were first-generation college students compared to 21% for UC transfer students in the sample.

• UC transfer students selected transfer as a goal and attained a transfer degree at a higher rate than private transfers.

• UC transfer students earned a higher rate of units than a private transfer student.

• A higher rate of private institution transfers participated in special programs such as EOPS (16% vs 9%), though the difference was not statistically significant.

Graph 8. Cumulative GPA for UC and private institution admits from NSCH sample
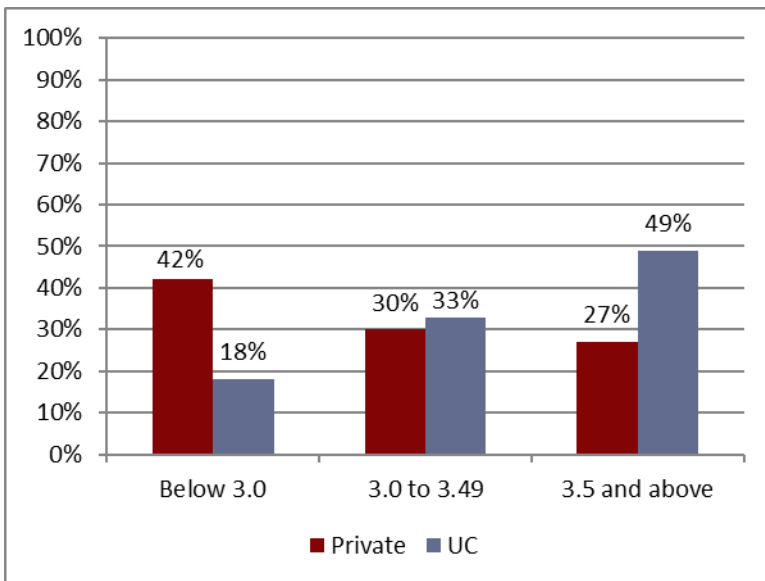
Many transfer students who chose a private institution over a UC campus had the GPA needed to transfer to a UC campus.

Graph 8 displays the differences in GPA between UC and private transfer students in the NSCH sample. The data highlights two important results:

• On average, UC transfers in the NSCH sample had higher GPAs than the private college transfers. Among private college transfers, 40% had a GPA below 3.0 and likely would not be accepted to a UC.

• The second result is that many private students likely had the required GPA needed to be admitted and enroll at a UC campus, but their decision to enroll at a private transfer institution suggest there are other factors in their decision-making process. Additional research is needed to explore these factors, which may shed insight to the low enrollment of De Anza's Black students to the UC system.

Implications

This descriptive analysis highlighted patterns across our Black student transfer population that can help inform how we prepare students for transfer. When nearly 40% of Black students who apply to a UC are not admitted, we must examine our practices and policies to determine how we can better prepare them for the transfer process. Further, 16% of the Black transfer population transfer to a for-profit institution; there are many reasons why a student may select a for-profit college over a UC, however, it is important that they are able to make an informed choice.

While this study is only descriptive, there are some indicators that can help inform change, for example:

- Six percent of Black students transferred to a HBCU campus. What strategies can we implement to increase those rates? Have we developed transfer pipelines to these institutions?
- Are Black students made aware of the costs of attendance and completion rates for UC campuses compared to for-profit and non-profit institutions as part of their transfer counseling?
- Are students informed of the average admission GPA for the various UC[3] campuses before applying to each campus?
- Students tend to select UC Santa[4] Cruz as a transfer destination followed by UC Berkeley. Has the college established strong transfer pipelines with these UC campuses in an effort to increase the rate of transfer? Can transfer pathways be expanded?
- Students who are enrolled in a special program such as EOPS, CalWORKS, Veterans, Foster Youth or DSPS, tend to enroll at a private institution at higher rates. Are these students provided targeted transfer counseling[5] where they are made aware of their options and are clear on their transfer path?

Additional research is needed to better understand the transfer decisions of Black students either to enroll or not enroll at a UC campus versus a for-profit or non-profit institution. Individual student level data was requested from the UC system but was not provided. Additional research should explore transfer pathways as well as potential interviews or focus groups with Black students on the transfer path. A deeper exploration of CSU pathways would also benefit students, as 2-3% of De Anza's transfer population

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[3] Advising students receive should provide "repeated efforts at guidance that reflect the nonlinear, nonsequential experiences" of students. (Thinking Through Transfer: Examining How Community College Students Make Transfer Decisions. Huriya Jabbar, Eliza Epstein, Joanna Sánchez, and Catherine Hartman. Community College Review 2021, Vol. 49(1) 3–29). It is also important that students are aware of the UC GPA requirements as they begin their course of study.

[4] "Encourage private non-profit participation. Forty-one of the 85 private non-profit AICCU institutions (Association of Independent California Colleges and Universities) have developed ADT commitments. The state has established fiscal incentives via Cal Grant tuition awards for AICCU institutions to increase the number of ADTs enrolled ... "Increasing Community College Transfers: Progress and Barriers Public Policy Institute of California, September 2020.

[5] A Research and Planning Group study in May 2020 indicated the importance of "Pathway Navigation: Providing students timely and accurate information about each stage of the transfer journey, from entry all the way through the transfer gate." (Students Speak Their Truth about Transfer: What they Need to Get Through the Gate). Educational planning starting with the selection of transfer as a goal, choosing a transfer related degree, and completing a high percentage of courses attempted, can influence transfer opportunities.

successfully transferred to a CSU campus, which is proportionally lower than the total De Anza Black population at 4%.

However, any targeted and strategic efforts to improve transfer rates for our Black student population will have positive implications for all students. As an institution that is tops in transfer, we need to ensure we are tops in transfer for all student groups, and that students are clear on their transfer pathway, stay on their path, know their transfer options, and make informed choices.

Appendix

Methodology

The analysis started with student enrollment records from 2011-2022 for students self-selecting Black as their ethnicity on the CCCApply application. These data were then matched with National Student Clearinghouse (NSCH) registration records showing enrollment at a 4-year college (note the NSCH typically matches about 80% of students). Students with multiple 4-year enrollment were coded as follows in stepwise order: UC and other coded as UC; Private and other coded as Private.

For this study the data was limited to students with a registration record at either a University of California or a private institution (in California and nationally). The data set was further limited to students attempting 12 or more units. The resulting data set contained 612 students. De Anza Black students with a NSCH matched at a 4-year college, 89 or 15% attended a UC and 152 or 25% attended a private college or university with the remaining students attending a California State University (289) or a Public Institution Out-of-State (82).

Demographic data, such as first-generation college status, zip code of residency, and financial aid awarded, were reflective of the students last semester of attendance. Special program data reported to the California State Chancellors Office (MIS) were included in the analysis for the EOPS, DSPS, CalWORKs, Foster Youth, and Veterans programs. The data also included high school, ethnicity, gender, and full-time status.

A special program group was composed of any students that had been in one or more of the groups reported to the state. Educational goal groups included Transfer, Degree, Certificate, All Other. The Transfer goal group was compared with all the other groups combined. Degrees were grouped into transfer oriented major/degree programs that included ADTs, programs with transfer in the title or transfer oriented programs such as "liberal arts" or the IGETC certificate, and all other programs including undecided, undeclared and Career Education programs.