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ABSTRACT

The Center for the Study for Community Colleges has examined community colleges in terms of the transfer function for over two decades, initiating the Transfer Assembly project in 1989 to collect hard, comparative data on transfer outcomes. In fall 1995, California's Cerritos College approached the Center for assistance in increasing its transfer rate, seeking new approaches in conjunction with its President's Emphasis on Transfer (PET) project. As a result, the Center developed a 1-year project to shed light on transfer at the college from the perspective of students, faculty, and administrators. In the project, the Center proposed tasks to be conducted by Cerritos in the areas of administration, instruction, student services, and research activities, and worked to develop a mentoring project with former Cerritos students who had transferred to four-year institutions. In addition, college administrators were interviewed and faculty and students were surveyed to ascertain their attitudes toward transfer, with findings compared to data from previous Center studies examining characteristics associated with high and low transfer rates. The surveys found that student responses at Cerritos mirrored responses from students at high transfer rate colleges, while faculty and administrators were more like their counterparts in low transfer rate institutions, suggesting that the college should examine the reasons for the difference. The survey instruments are appended. (HAA)

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THE PRESIDENT'S PET: TRANSFER-RELATED ACTIVITIES AND ATTITUDES AT CERRITOS COLLEGE

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August 20, 1996

University of California, Los Angeles

Center for the Study of Community Colleges

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**THE PRESIDENT'S PET: TRANSFER-RELATED
ACTIVITIES AND ATTITUDES AT CERRITOS COLLEGE**

Arthur M. Cohen and Florence B. Brawer

More than one-half of all students in America begin their post-secondary education in a community college. Although the institutional emphasis has shifted, with different activities being incorporated into the curriculum at various periods, transfer is an important and central function. The status of transfer from community colleges to baccalaureate--granting institutions differs among states and institutions. Some emphasize occupational education or retraining while others perceive transfer as dominant in both desire and emphasis. These differences result in a blurred mission and in variant outcomes.

We at the Center for the Study for Community Colleges (the Center, CSCC) believe that transfer must be a major presence if the colleges are to remain truly collegiate. And thus, for more than two decades, beginning with research on the status of liberal arts, we have examined colleges in terms of the transfer function. Projects undertaken by the Center and funded by the National Endowment for the Humanities, the National Science Foundation, the Andrew W. Mellon Foundation, and the Ford Foundation, have all spoken to this issue. Ford's Urban Community Colleges Transfer Opportunity Program (UCCTOP) supported a number of transfer activities in five urban colleges, and a second phase of this project funded 24 institutions that would concentrate on facilitating transfer (Cohen, Brawer and Bensimon, 1985).

The Transfer Assembly

While these earlier efforts all contributed to the colleges' activities as well as the literature, they failed to provide hard data on the actual transfer rates in participating institutions. The Transfer Assembly, sponsored by the Ford Foundation, has attempted to redress the dearth of data by tracking transfer rates across the nation according to a strict and consistent definition.

This definition is based on several premises: the denominator for establishing the transfer rate should include only those students who take college credit courses because most remedial and non-credit work is non-transferable. The definition should include students who complete a specified number of credits at college, who have been enrolled long enough for the college staff to have a chance to work with them. It should allow at least a four-year span between community college entrance and transfer to a baccalaureate-granting institution because few students matriculate and then move on within only a couple of years. And finally, the definition should be based on data that are available from student records at the colleges and at the universities or the state system offices.

Based on these criteria, we define the transfer rate as - *all students entering the community college in a given year who have no prior college experience and who complete at least twelve college-credit units, divided into the number of that group who take one or more classes at an in-state, public university, within four years.*

The Center staff began the Transfer Assembly in 1989 by inviting participation from a sample of the nation's community colleges. Since the supporting agency, the

Ford Foundation, was particularly interested in the academic progress of minority students, the initial invitation was tendered to 240 colleges that enrolled at least a 25 percent minority population. The first round of requests in 1989 found 48 of the invited institutions able to provide the requisite data. In 1990 and 1991, the sample of colleges invited was expanded, and beginning in 1992 the Transfer Assembly sought data from state agencies as well as from single colleges. The information received is as follows:

Table 1
Transfer Rates From Community Colleges to
Baccalaureate Granting Institutions, 1984-1990

Number of Participating Colleges	Year Students Entered Community Colleges	Number of Entrants	Percentage Receiving 12+ Credits Within Four Years	Percentage Transferring Within Four Years
48	1984	77,903	50.5%	23.7%
114	1985	191,748	46.7	23.6
155	1986	267,150	46.7	23.4
366	1987	507,757	46.9	22.6
395	1988	522,758	45.5	22.1
416	1989	468,892	44.6	21
318	1990	511,996	44.1	21.5

Source: Center for the Study of Community Colleges, 1995. The most recent data were derived from all or most of the colleges in California, Colorado, Illinois, Kentucky, Louisiana, Minnesota, New Jersey, New York, North Carolina, Oklahoma, Rhode Island, Texas, and West Virginia, plus a few colleges in several other states.

The Center sends to each participating college its individual transfer data as well as the state and national data. No institution is given information about any other colleges, but the state and national comparisons offered do provide keys to the college's standing

in transferring its students to public universities. The responses to this information vary. Where the colleges are above the state average, the data are used in public-relations releases. Where they are not, the administrators often respond defensively: “Our college emphasis is not on transfer”; “The data should be compiled differently”; “Our students don’t want baccalaureate degrees”; “It’s the fault of the secondary schools and the universities.”

Information emanating from the Transfer Assembly is useful for several purposes. It can assist colleges in evaluating their own activities in transferring students to four-year institutions. It provides college spokespersons with hard data that can be used to inform high school students, the laity, and the popular press. It offers a base line for comparing individual norms. But it also stimulates certain questions: How can we explain the vast differences in transfer rates that exist in colleges across the nation? How can we understand differences in the rates between colleges in the same states, operating under the same central guidelines?

The Cerritos College P.E.T. Project

Over the many years that the Center has been reporting transfer rates, only one person has contacted us and said, "Our transfer rate is below the average and we want to do something about it; we need help." In fall, 1995, President Fred Gaskin of Cerritos College in Norwalk, California approached Arthur Cohen of the Center for the Study of Community Colleges, saying that he wanted to try out different approaches for increasing the college's transfer rate. The project was named P.E.T.--President's Emphasis on Transfer. In response to President Gaskin's request, we at the Center sought to implement some of the procedures and recommendations emanating from previous projects. Using both data and reports, we designed a project that would cover one academic year and employ several approaches to understanding transfer at Cerritos College from the perspective of students, faculty, and administrators.

The remainder of this report will discuss activities undertaken by the Center in conjunction with the P.E.T. project. Only Center efforts are discussed here; Cerritos College has a complete listing and several reports of its P.E.T. related activities, and those who are interested in examining those should contact the college directly.

The Center's activities were designed according to findings of a 14-college, High/Low Project it had conducted a year earlier (Cohen and Brawer, 1996). Using as its sample two proximate institutions, one with a high and one with a low transfer rate in each of several states, the study sought to discover reasons behind the contrasting data. With transfer rates among the states ranging from 14 to 40 percent, and with transfer rates for colleges in the same state showing a variance averaging 29 percent, the differences cannot

reasonably be attributed solely to immutable characteristics of the college's environment-- state policies, demographics or proximity and competitiveness of receiving institutions.

In order to ascertain reasons behind the numbers, our project conducted personal interviews with key administrators, and administered faculty and student surveys to ascertain the influences affecting a college's transfer rate. Why does one college transfer many students to four-year institutions while its neighboring college transfers few? What internal forces seem effective? What can be done to facilitate greater access to universities for community college students? Answers to these questions and recommendations for increasing transfer rates are published in the report, Policies and Programs that Affect Transfer, 1996.

Specific tasks conducted by the Center for the Study of Community Colleges for Cerritos

College included:

- Development, administration, and analysis of interviews with college administrators.
- Development, administration, and analysis of a faculty survey.
- Development, administration, and analysis of student surveys.
- Development of a mentoring project with former Cerritos students who transferred to proximate universities and four-year colleges.

The interview and survey data were compared with the corresponding data obtained from the seven high transfer-rate colleges and the seven low transfer-rate colleges previously studied.

The General Interview

The General Interview elicited responses from Cerritos College administrators-- President Gaskin, counselors, a board member, the student affairs officer, articulation officer, transfer center coordinator, institutional researcher and academic dean. Responses to this individually administered form are presented here, with comments comparing responses to the Center's High/Low Project. More general commentaries follow the tabulation of data.

Table 2

How do you think the five general functions of community colleges are emphasized here?

(Most important function=1, second=2, and last=5)

(N=11)

	<u>Most Important</u>	<u>Least Important</u>
Career upgrade	1	3
Community services	--	6
Job entry	4	--
Remedial/Developmental	4	1
Transfer	2	1

In both of the seven high and seven low transfer colleges in California, Illinois, New York, Oklahoma, Tennessee, Texas and Washington, respondents ranked transfer as the most important function. In low transfer colleges 45% so designated, and in the high transfer colleges, 88%. The Cerritos sample, of course, is considerably smaller than the High/Low college sample, but the variety of responses here is significant.

Table 3

**If you had full control over the situation at this college,
how would you rank these functions?**

(N=10)*

	<u>Most Important</u>	<u>Least Important</u>
Career upgrade	1	--
Community services	--	9
Job entry	--	--
Remedial/Developmental	2	1
Transfer	7	--

* (One person indicated that all functions were equally important.)

Responses here bode well for those who would support the transfer function.

Community services are again rated as having low priority.

Table 4

What forces within the community college contribute to or facilitate transfer?

(N=11)

Counseling and advising services	8
Established transfer centers	8
Faculty advisors	3
Information systems	2
Support from administrators, other staff	4
Other	P.E.T. Project; New class on college success; Persons with whom students come in daily contact; Quality instruction; Intramural communication among staff.

Table 5
What forces seem to impede the transfer process?

(N=11)

Counseling and advising services	1
Established transfer centers	--
Faculty advisors	1
Information systems	1
Support from administrators, other staff	1
Other	Too little information on staff monitoring of progress; Students don't keep abreast of transfer possibilities; General lack of quality; Anything that does not center on the best possible instruction, advising, is detrimental; Facilities; Counseling is sometimes inaccurate; Weak counseling services.

Because of the small number of administrators responding to the General Interview Form, the following questions do not lend themselves to tabulation. Major points are emphasized in the text.

What would you estimate to be the percentage of students from this college who transfer to four-year colleges or universities?

Responses here ranged from 5% to 30-35%, with an average among the 11 respondents to be 13.9%. (Cerritos actually had a 14% rate in the prior year.)

What particular student services tend to facilitate transfer on this campus (e.g. transfer days counseling, visits from university personnel, etc.)?

Counseling, Transfer Center; EOPS; Puente Program; Visits from university personnel; Students visiting universities to see facilities; University representatives on campus; The more exposure to university people, the better; Individual workshops; Transfer center; College fair; Counseling center.

What types of financial aid are available?

Pell, Work study; Never enough; State grants.

Generally, how well informed is the faculty on transfer issues?

Not very. Varies by discipline--natural sciences, math are OK; Varies but more faculty are becoming more well informed because of P.E.T.

Aside from their actual teaching, what direct input do faculty make to students who expect to transfer? For example, encourage meeting students at their office hours?

Some, but not uniform; Could but don't; Faculty try to connect students to their alma mater; Faculty teach students how to connect; Informal - tell students about course sequencing.

What role do administrators play in advising students for transfer?

Very little. Alumni relations; Administrators may be role models.

Are there jobs on campus for students? How many? What do they do?

Various jobs are available for students but there are generally more students desiring employment than those who secure it. A couple of respondents declared that unions have not been cooperative. Jobs that do apply are work study, office work, and peer counseling.

Question 12 asked for reactions to various activities.

How many faculty use course syllabi that included specific student outcomes?

While most faculty use course syllabi, specific outcomes are seldom noted.

Faculty exchanges between two and four-year institutions?

Limited exchange operates between two and four-year institutions.

Mandatory orientation sessions?

Orientation sessions operate for motivated students. They are recommended but not mandatory.

Mandatory placement in special programs?

On the basis of certain tests, students are placed in such classes as ESL, math, and English. They are not mandatory but strongly recommended.

Articulation agreements?

Articulation agreements between Cerritos and many California universities.

Common course numbering?

No common course numbering in California.

And what in the curriculum hinders this same process?

Outdated strategies; Too much lecturing; Mentor relationship; Access to courses;
Different departments have different Objectives; Course approval suffers; Courses
without prerequisites; Should have a reading level prerequisite.

What program, curriculum, or set of courses contribute most to transfer?

Departments are aware of transfer requirements; Institutions offers appropriate
curriculum; Staff interest; General education; Transfer Center; Transfer committee
team teaching in academic courses; Puente program for Hispanics.

Can students enroll concurrently at this college and at another institution? Do they?

Yes; Yes; Few; A few; Maybe 10%

Assuming that transfer from two-year colleges to baccalaureate institutions is desirable, what steps would you like to see taken to facilitate that process?

A way to identify students taking certain numbers of units--then call them in for
transfer counseling; More specific programs like PUENTE; More involvement of
faculty teaching transfer courses; Faculty exchanges; Faculty encourage students
to attend extracurricular activities; More universities with booths on campus;
Students need to know that Cerritos expects them to transfer; P.E.T. goal;
Mentoring program; Better communication between faculty and counselors;

Tracking system to link student behavior with transfer requirements; More student surveys comparing expenses at community colleges and universities; Acknowledge student successes; Better information on students early on; More counselors.

A review of the responses to the General Interview form by 11 administrators at Cerritos College provides some insights regarding the transfer function at this institution. All respondents appeared interested in both the survey process and the transfer process at Cerritos. Still, except for a few key people, there appears to be no consensus and little sense of a true commitment to transfer, or to anything particularly special. Here the Cerritos staff perceptions of transfer are similar to staff in the low transfer colleges in the 14-college study.

All five functions in the community college including career upgrade, community services, job entry, remedial/development, and transfer are important. However, in order to sustain a special emphasis on transfer, one might wish that there would be more enthusiasm among all the administrators.

The Student and Faculty Surveys

Methodology

Two surveys were developed by Center staff members--one for faculty and one for students. The surveys (appended) were designed in part on surveys previously administered by the Center.

Based on the number of full-time students enrolled at the college, a random sample of classes was selected from Cerritos College's Spring 1996 Schedule of Classes. A total of 65 classes, 65 instructors, and 1428 students were randomly selected for participation. Returns were received from a total of 44 classes, 794 students, and 44 faculty members.

The classes were coded using a scheme developed for previous studies conducted by the Center for the Study of Community Colleges. Surveys were distributed to faculty in the 65 selected classes. All faculty members were asked to complete their questionnaire and to distribute the student questionnaires to all students sitting in classes on a designated day. The surveys were then returned to JoAnn Smartt-Gaither, a graduate student in UCLA's Graduate School of Education and Information Studies who was responsible for their administration. Coding was a joint effort of Ms. Smartt-Gaither and James Philpot of the Institutional Research Office at Cerritos College. Ms. Smartt-Gaither was also responsible for developing the tables.

The Faculty Survey - Results and Discussion

Forty-four (44) faculty members participated in this process by giving the student survey to their students on a designated day and by responding to the faculty survey. Results of the faculty survey are reflected in the following tables. Commentaries will follow where appropriate.

Table 6

**Faculty Perceptions of What Students Should Gain from a
Two-Year College Education
(N=42)**

	Most Impt.	2 nd	3 rd	4 th	5 th	Least Impt.
a. Aesthetic awareness	2%	5%	7%	10%	15%	61%
b. An understanding and mastery of some academic discipline	24	31	21	12	7	5
c. Knowledge and skills directly applicable to their careers	42	24	17	10	2	5
d. Knowledge and interest in community and world problems	0	17	17	34	25	7
e. Preparation for further formal education (transfer)	31	17	21	10	17	5
f. Self-knowledge and a sense of personal identity	12	22	15	20	27	5

Comparison with the 244 faculty members in the 14 colleges participating in the High/Low study are interesting. The highest and second highest rankings were combined for each of the six items. In the low transfer colleges, 10% ranked aesthetic awareness first or second, as compared with 8% in the high colleges and 7% at Cerritos. Item b generated 44% in the low colleges and 42% in the high, as compared with Cerritos' 55%. For item c, 61% in low colleges, 44% in high transfer colleges, and 60% at Cerritos so designated.

Responses to knowledge of community/world problems generated 25% in the low colleges, 16% in the high, and at Cerritos, 19%, similar to the high colleges for this item. Item e, which was related to transfer, elicited 43% in the low colleges, 50% in the high, and 48% at Cerritos. Item f accounted for 35% in the low colleges, 29% in the high, and 34% at Cerritos. In terms of faculty response to these questions, Cerritos looks more like the low than the high transfer colleges.

Table 7

**Faculty Opinions of College Functioning
(N=44)**

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
a. Cerritos College should be actively engaged in community service	N/A	7	9	51	33
b. Career education and occupational training should be the major emphasis in this college	2	21	9	36	32
c. Most faculty at Cerritos College would prefer to teach at another institution	27	30	41	N/A	2
d. I would like to have closer contacts with university faculty members who teach the same courses I do.	N/A	9	21	63	7
e. I tend to pattern my teaching after my own college experiences	7	43	9	32	9
f. Cerritos College could do a better job of preparing its students to transfer to four-year colleges or universities	5	16	26	42	12
g. Cerritos College emphasizes programs that help students obtain jobs	N/A	12	28	44	16
h. Cerritos College emphasizes programs that help students toward the baccalaureate degree	5	9	21	59	7
i. I frequently discuss transfer possibilities with my students	N/A	21	2	61	16
j. Academic advising on this campus is more likely to help prepare students for transfer than to advise them about job opportunities	2	9	58	30	N/A
k. Most campus personnel (administrators, counselors, faculty) are more interested in the students' employment potential than in their transferring to universities	5	39	48	9	N/A

Table 7 (continued)
Faculty Opinions of College Functioning
(N=44)

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
l. Cerritos College has strong relationships with baccalaureate granting institutions in terms of curriculum, articulation, and faculty exchanges	2	14	44	35	5
m. Financial aid opportunities at four-year colleges are communicated to our students routinely	N/A	16	70	14	N/A
n. If I were a student planning to get a bachelor's degree eventually, I would not begin at this college	27	50	7	7	9
o. Most of our students are not academically qualified to attend a university	19	16	17	35	12
p. Most of our students are not motivated to succeed academically	2	43	23	23	9
q. It is easy to get students involved in on-campus activities	9	43	32	14	2
r. Over 50% of my students utilize my office hours regularly	28	56	5	5	7
s. Cerritos Colleges' Transfer Center's programs and policies are helpful to students	N/A	2	55	36	7
t. Compared to other community college students, Cerritos students are more likely to transfer to four-year institutions	2	21	66	11	N/A
u. Students entering Cerritos College in recent years are more prepared for college work	26	49	16	9	N/A

Table 8

**Faculty Opinions of College Functioning in the
Low Transfer Colleges, High Transfer Colleges, and Cerritos College
(N=44)**

(Agree and Strongly Agree)	Low Transfer Colleges (N=116)	High Transfer Colleges (N=128)	Cerritos College (N=44)
a. The faculty should be actively engaged in community service	85%	81%	84%
b. Career education and occupational training should be the major emphasis in this college	72	47	68
c. Most faculty at Cerritos College would prefer to teach at another institution	7	6	2
d. I would like to have closer contacts with university faculty members who teach the same courses I do	69	60	70
e. I tend to pattern my teaching after my own college experiences	37	41	41
f. The college could do a better job of preparing its students to transfer to four-year college or universities	66	78	54
g. The college emphasizes programs that help students obtain jobs	83	61	60
h. The college emphasizes programs that help students toward the baccalaureate degree	72	81	66
i. I frequently discuss transfer possibilities with my students	53	60	77
j. Academic advising on this campus is more likely to help prepare students for transfer than to advise them about job opportunities	26	48	30
k. Most campus personnel (administrators, counselors, faculty) are more interested in students' employment potential than in their transferring to universities	19	8	9
l. The college has strong relationships with baccalaureate-granting institutions in terms of curriculum, articulation, and faculty exchanges	50	66	40
m. Financial aid opportunities at four-year colleges are communicated to our students routinely	29	29	14
n. If I were a student planning to get a bachelor's degree eventually, I would not begin at this college	19	11	16

The Cerritos faculty's opinions suggest they are similar to the faculty in the low transfer-rate colleges; see their responses to items b, d, f, h, j, and l. Both groups are in accord that career education should be their college's emphasis and their college could do better in preparing students to transfer. And yet, item i suggests that they individually are interested in student transfer. They just do not think the college as a whole emphasizes transfer; items k and m are revealing in this regard. In sum, the faculty survey sheds limited light on Cerritos College instructors. Further questions might be asked to better understand their perceptions of transfer, and their activities to either facilitate or impede the process.

Table 9 shows the number of years faculty had taught in their current college.

Table 9

	Years Faculty Taught at Current Institution		
	Low Colleges	High Colleges	Cerritos College
	(N=116)	(N=128)	(N=44)
Less than 1 year	13%	6%	2%
1-4 years	22	26	16
5-10 years	15	22	41
11-20 years	24	14	21
more than 20 years	21	21	21

The Student Survey - Results and Discussion

Seven-hundred and ninety-four (794) students from 44 randomly selected classes constituted the cohort of student respondents. The number responding to each of the 16 remaining questions varied. Percentage responses are all rounded.

Table 10
Students' Primary Reason for Attending Institution
(N=794)

a. To prepare for transfer to a four-year college or university	62%
b. To gain skills necessary to enter a new occupation	27
c. To gain skills necessary to retrain or remain in current occupation	5
d. To satisfy a personal interest (cultural, social, etc.)	4
e. To improve my English, reading, or math skills	2

In terms of the first question in the Student Survey, the 794 Cerritos College students more clearly resemble the 2185 students in the high transfer colleges as compared to the 2510 students in the low transfer colleges: Cerritos - 62%; low transfer colleges - 54%; and high transfer colleges - 63%. To gain skills necessary to enter a new occupation is similarly more closely tied to high transfer college: Cerritos - 27%; low colleges - 39%, and high colleges - 29%.

Table 11

Student's Perception of the College's Major Emphasis

	All Respondents (N=789)	Transfer Directed (N=493)	Non-Transfer Directed (N=296)
a. Preparing students for immediate employment	13%	8%	21%
b. Adult or continuing education	14	13	15
c. Remedial or high school makeup studies	2	2	1
d. Satisfying the students' personal interests	13	11	17
e. Preparing students for transfer to a four-year college/university	59	66	46

The differences among transfer and non-transfer directed Cerritos students are apparent. However, when all Cerritos respondents are compared with low and high transfer college students, Cerritos students (59%) are more similar to the high (64%) than to the low (42%) college students. Responses to items a and b are also close to the perceptions of students from high transfer colleges.

Table 12

Student's Perception of What the College's Major Emphasis SHOULD BE

	All Respondents (N=792)	Transfer Directed (N=493)	Non-Transfer Directed (N=299)
a. Preparing students for immediate employment	17%	10%	29%
b. Adult or continuing education	8	7	10
c. Remedial or high school makeup studies	1	1	1
d. Satisfying the student's personal interests	16	14	14
e. Preparing students for transfer to a four-year college/university	57	68	40

Here again, Cerritos respondents appear closer to high transfer colleges than the seven low transfer institutions in terms of preparation for transfer. "Preparing students for immediate employment" is the next most popular entry. Here 29% of the Cerritos non-transfer directed students compared with 30% of students in the low transfer colleges. However, 17% of all Cerritos students is more similar to the high college students, probably reflecting the transfer-directed cohort. Satisfaction of personal interest in all three Cerritos cohorts is higher than in either the low or high college sample.

Table 13

Student's Participation in Various Activities

	All Respondents (N=795)	Transfer Directed (N= 494)	Non-Transfer Directed (N=301)
a. Peer group advising	9%	10%	7%
b. Academic Counseling	47	51	40
c. Orientation Sessions	34	36	31
d. On-campus job fairs	10	11	10
e. Financial aid advising	30	33	31
f. On-campus paid employment	6	7	5
g. On-campus college recruitment fairs	6	8	3
h. Special sessions for students interested in transferring	15	21	6

Items, **a**, **b**, **c**, **e**, and **g** were all included in the High/Low Project's Student Survey.

Responses from both surveys were similar, with the exception of financial aid advising.

Here the "all respondents" cohort from Cerritos (30%) is closer to the high transfer colleges (28%) than to the low transfer institutions (38%).

Table 14

Student's Perceptions of College Effect

	All Respondents (N=766)		Transfer Directed (N=480)		Non-Transfer Directed (N=286)	
	Not at all/ Very little	Somewhat/ Very Much	Not at all/ Very Little	Somewhat/ Very Much	Not at all/ Very Little	Somewhat/ Very Much
a. Provided focus and direction	21%	79%	22%	78%	20%	80%
b. Gave me confidence	20	80	21	79	17	83
c. Informed me of alternatives	86	64	37	62	34	66
d. Made me feel better educated	15	86	16	84	11	89
e. Helped me develop job skills	38	62	46	54	24	76
f. Increased my self awareness and insight	20	80	19	81	22	78
g. Increased my desire for further education	12	89	12	89	12	88
h. Provided a friendly atmosphere in which to continue my education	11	89	11	89	10	90

In Table 14, Cerritos students' perceptions of their college's effects on them appear generally positive. Information about alternatives was lowest for all three Cerritos cohorts, but otherwise the responses are similar. Non-transfer directed students emphasized the college's help in developing their job skills more than the other groups. In the High/Low Project, developing employable skills showed the largest spread (62%, low; 57%, high).

Table 15

Student's Self-Rating of Ability Compared to Other Students

	All Respondents (N=783)		Transfer Directed (N=490)		Non-Transfer Directed (N=292)	
	Above Average	Below Average	Above Average	Below Average	Above Average	Below Average
a. Take multiple choice tests	38%	2%	38%	2%	36%	2%
b. Take short answer tests	31	6	32	7	28	6
c. Use algebra to solve problems	27	27	31	21	20	38
d. Edit written material	26	14	26	12	25	18
e. Understand political ideologies	17	28	18	26	15	32
f. Understand art, music, drama	25	21	27	18	21	25
g. Understand scientific and technological developments	23	22	24	21	21	24
h. Drive to achieve	48	3	50	3	44	4
i. Emotional health	40	7	42	6	35	9
j. Intellectual self confidence	44	5	46	4	41	6
k. Familiarity with campus layout	32	16	34	13	28	19
l. Familiarity with library	24	19	27	16	20	25
m. Knowledge of support services	12	33	14	29	10	41
n. Knowledge of extracurricular activities	13	41	14	36	9	51
o. Likelihood to transfer	43	16	57	6	18	33

Table 15, comprised of answers to survey questions 6 and 7, was based on previous surveys developed and administered by the Center for the Study of Community Colleges but not included in the High/Low Project. Therefore, comparisons with students in these schools are not feasible. Of interest here are the differences between the transfer and non-transfer directed groups. The transfer directed group is higher in terms of all measures of academic, personal, and institutional awareness. Extremes are particularly interesting in terms of items c, i, k, and of course, o, the likelihood to transfer.

Table 16

Student Perceptions of Cerritos College

	All Respondents (N=776)		Transfer Directed (N=489)		Non-Transfer Directed (N=287)	
	Not Accurate	Accurate	Not Accurate	Accurate	Not Accurate	Accurate
a. Students are treated as numbers, not people	36%	17%	33%	18%	39%	13%
b. There is little contact between students and faculty	40	14	38	15	43	14
c. Students contact/socialize with each other out of class	13	34	12	36	14	31
d. Faculty/staff are interested in student intellectual development	10	34	8	30	12	42
e. Faculty staff are sensitive to minority issues	17	25	17	26	18	24
f. Student Services is interested in student personal problems	25	17	24	17	25	18
g. Student Services is interested in student intellectual development	15	23	14	25	15	21
h. The Transfer Center is well publicized	36	19	35	21	37	17
i. The Transfer Center is helpful in facilitating transfer	18	28	17	29	20	28
j. Courses include perspectives regarding minorities and other cultural issues	13	26	13	27	14	

Table 16 is particularly interesting because of its consistency with Table 15, wherein transfer directed students rated their abilities higher than the non-transfer directed students. This table shows similarly higher ratings for the transfer directed group, a more positive perception of Cerritos. By virtue of their interest in transferring,, are these students more inner-directed, more positive about themselves and the college? The one exception here is to the item “Student Services is interested in student personal problems.” Generally, however, no item entertains a very high rating, with the possible exception of item d related to student intellectual development.

Table 17
Student Participation in Counseling Activities*

	All Respondents (N=781)	Transfer Directed (N=490)	Non-Transfer Directed (N=293)
a. Met with your counselor in the past 3 months	50%	56%	41%
b. Felt rushed during your counseling sessions	27	29	24
c. Visited the Transfer Center in the past three months	22	30	9
d. Had helpful meetings with academic counselor	47	51	39
e. Wanted to change to another academic counselor	18	21	39
f. Read the campus newspaper frequently	41	45	34

*This table is unique to the project and cannot be compared with others in previous studies.

Non-transfer directed students gave higher affirmative responses to wanting to change to another academic counselor than did the transfer directed students. Otherwise, the transfer directed students had more affirmative responses to all other items, suggesting that this group is certainly more involved than the non-transfer directed.

Table 18

Average Hours per Week Spent in Various Activities

	All Respondents (N=785)	Transfer Directed (N=490)	Non-Transfer Directed (N=295)
a. Commuting to Cerritos College	20%	20%	20%
b. Attending classes	79	84	74
c. Attending study groups on campus	43	47	47
d. Studying off-campus	5.7	6.7	4
e. Utilizing the library facilities	9.8	12	7
f. Utilizing faculty office hours	1.6	1.8	1
g. Talking with my academic advisor	1.3	1.6	0.7
h. Socializing with other students	12	14	8
i. Utilizing the computer center	5.5	6.7	7
j. Studying by myself on campus	12	14	9
k. Employment on campus	4.1	4.9	2.4
l. Employment off campus	55	56	52

Table 18 indicates the percent of “5-10 hours” and “More than 10 hours” responses to survey question number 10. It also suggests again the hypothesis that transfer directed students are more involved (i.e. spend more time participating in campus and academic activities).

Interestingly, they also spend on average four more hours per week in off-campus employment.

Table 19

Student Satisfaction with the Cerritos College Experience

	All Respondents (N=768)		Transfer Directed (N=483)		Non-Transfer Directed (N=285)		
	Dissatisfied/Satisfied/Very Satisfied		Dissatisfied/Satisfied/Very Satisfied		Dissatisfied/Satisfied/Very Satisfied		
a. Preparation for community college academic work	10	71	12	70	7	72	21
b. Opportunity to meet instructors for office hours	14	67	12	69	15	64	21
c. Opportunity to meet instructors socially	27	64	26	66	29	62	9
d. Opportunity to participate in extracurr. activities	26	62	25	61	28	64	9
e. Financial aid availability	27	50	28	48	25	53	22
f. Campus social life	21	66	20	66	23	66	12
g. Academic advising	21	66	20	65	23	66	11
h. Personal counseling	24	63	23	62	25	64	10
i. Quality of instruction	8	61	7	63	11	57	32
j. Library facilities and services	9	62	9	61	10	63	27
k. Computer access and services	17	60	16	59	18	60	22
l. Structured study sessions	21	67	20	68	22	66	12
m. On campus cultural activities	23	67	22	68	25	65	10
n. Overall community college experience	8	64	7	65	8	64	28
o. Opportunities to interact with people from different backgrounds	9	60	9	59	10	61	29

Again, comparison here are between the two Cerritos cohorts, transfer directed and non-transfer directed, rather than outside groups. Of the 15 items in question 11, the transfer group designated eight with which they are very satisfied, and three where they are less satisfied than the non-transfer directed, and four items that the two groups report the same percentage. When satisfied and very satisfied are combined, directions change, as indicated in table 20.

Table 20

**“Satisfied” Plus “Very Satisfied” Responses
by Transfer Directed and Non-Transfer Directed Students**

	Transfer Directed (N=483)	Non-Transfer Directed (N=285)
a. Preparation for community college academic work	88%	93%
b. Opportunity to meet instructors for office hours	87	85
c. Opportunity to meet instructors socially	75	71
d. Opportunity to participate in extracurricular activities	75	73
e. Financial aid availability	72	75
f. Campus social life	80	78
g. Academic advising	80	77
h. Personal counseling	77	74
i. Quality of instruction	93	89
j. Library facilities and services	91	90
k. Computer access and services	83	82
l. Structured study sessions	80	74
m. On campus cultural activities	78	75
n. Overall community college experience	93	92
o. Opportunities to interact with people from different backgrounds	90	90

Satisfaction is high between both groups. The lowest percent is 72%, to item number e. Differences are generally not noticeable.

Table 21

Number of Credit Hours Earned at Another College

	All Respondents (N=738)	Transfer Directed (N=454)	Non-Transfer Directed (N=284)
None	7%	6%	9%
1-4 hours	7	6	11
5-12 hours	18	20	13
13-30 hours	21	19	23
Over 31 hours	47	49	44

Except for 5-12 hours, the transfer directed students have earned more credit hours at Cerritos than the non-transfer group.

Table 22

Number of Credit Hours Earned At Another College

	All Respondents (N=490)	Transfer Directed (N=302)	Non-Transfer Directed (N=188)
None	61%	65%	55%
1-4 hours	5	5	6
5-12 hours	10	12	7
13-30 hours	5	7	5
Over 31 hours	19	14	27

No distinct patterns emerge here, although more non-transfer directed students appeared to earn more credit hours at another college than the transfer directed students. In the High/Low Project, the respondents from the high transfer colleges had generally earned more credit at either a current or past institution.

Table 23

Number of Credit Hours Enrolled in Spring 1996

	All Respondents (N=749)	Transfer Directed (N=464)	Non-Transfer Directed (N=285)
0-4 hours	17%	14%	23%
5-8 hours	25	21	30
9-12 hours	34	38	27
Over 12 hours	24	27	20

Most respondents were taking 9-12 credit hours at Cerritos in Spring 1996. In Fall 1994, more students in both high and low transfer colleges were engaged in 9-12 and over 12 credit hours. Forty-three percent (43%) at low transfer colleges took 9-12 credits in Fall 1994 compared with 32% in high transfer colleges. Taking over 12 credit hours were 37% in the low transfer colleges and 50% in the high transfer colleges. On the whole, Cerritos students tend to take fewer credit hours.

Table 24

Gender of Students

	All Respondents (N=755)	Transfer Directed (N=469)	Non-Transfer Directed (N=286)
Male	37%	43%	27%
Female	63	57	73

Considerably more women than men are enrolled at Cerritos. This is similar to the 14-college High/Low project where women constituted 56% of the students in the low transfer colleges and 60% in the high transfer institutions.

Table 25

Racial/Ethnic Identification of Students

	All Respondents (N=772)	Transfer Directed (N=483)	Non-Transfer Directed (N=289)
African-American/Black	9%	9%	8%
American Indian	1	1	1
Asian/Pacific Islander	17	15	19
Latino/a	15	16	14
Mexican American/Chicano/a	28	29	26
White/Caucasian	20	18	24
Multi-ethnic	4	5	3
Other	6	7	5

In both the low and high transfer colleges, American Indians represent 2% of the students surveyed, as compared with 1% here. African-Americans account for 6% in low transfer schools and 3% in the high, considerably fewer than at Cerritos. Asian/Pacific Islanders account for 6% in low transfer colleges; 8% in high; and 17% at Cerritos, while Hispanic/Latinos represent 28% of the respondents in low transfer colleges; 5% in high transfer; and 15% at Cerritos. The biggest difference occurs in the white/Caucasian cohort at the low transfer (54%); high transfer (77%); and Cerritos College (20%).

Table 26

Age of Students During Spring 1996

	All Respondents (N=776)	Transfer Directed (N=483)	Non-Transfer Directed (N=293)
17 years old or younger	1%	1%	0.3%
18-21 years old	41	51	26
22-25 years old	23	23	22
26-30 years old	13	13	14
31-35 years old	9	6	15
36-40 years old	6	3	10
41-50 years old	6	3	10
51 years and over	2	0.5	4

Because age intervals in the High/Low Project and in the Cerritos Project were not comparable, it is not possible to make direct comparisons. However, in both the low transfer and high transfer colleges, the combined figures for students 19 or younger, 20-23, 24-29, and 30-39 were 92%. At Cerritos, the percentage was practically the same - 93%.

In sum, then, what can be said about Cerritos College students in terms of the P.E.T. Project objectives? How interested are students in transferring? How involved are they in college activities and curricula? What do they perceive as either facilitating or inhibiting their chances of transferring to baccalaureate granting institutions?

A large number of students - 62%, reported their primary reason for attending Cerritos was "To prepare for transfer to a four-year college or university." They also perceived the college's major function to be preparation for student transfer, and felt this is as it should be.

Student participation in various campus activities is similar to that of students in high transfer colleges. The general perceptions of Cerritos' effects are positive.

When it comes to students' self ratings of various ability measures, transfer directed Cerritos students give themselves higher ratings than the non-transfer directed cohort. Similarly, transfer directed students participate more in and spend more time in counseling activities than non-transfer groups in various other activities. In addition to being more involved in college life, they are also more satisfied with the Cerritos experience.

With greater effort and more sensitivity to transfer on the part of Cerritos College administrators and faculty, the transfer directed students might become students who actually do transfer to baccalaureate institutions.

The Mentoring Project

The Mentoring Project represented one of the four major activities conducted by the Center for the Study of Community Colleges in consultation with Cerritos College's P.E.T. Project. The purposes of this sector were to identify and contact all former Cerritos College students who had transferred to a four-year institution, to survey these students in regard to their perceptions of Cerritos and their educational experiences there, and to engage them as mentors in a graduate-student recruiter training program. The Mentoring Project was conducted by Lenor Perez, a student in the UCLA Graduate School of Education and Information Studies. The eight institutions participating included:

Biola University

California State University, Dominguez Hills

California State University, Fullerton

California State University, Long Beach

Chapman University

University of California, Los Angeles

University of Southern California

Whittier College

Ms. Perez developed a survey to discern the activities and experiences Cerritos alumni perceived as the most and the least helpful in their efforts to transfer to four-year institutions. Also tracked in this survey were the respondents' level of academic and social integration while at Cerritos, their social and academic adjustment at the four-year institution, the time at which they

had become interested in obtaining a bachelor's degree, their level of motivation towards obtaining a bachelor's degree, whether they did or did not apply for financial aid, and the people who provided them with support when they were unsure about continuing to attend Cerritos.

In early summer 1996, surveys were mailed together with a cover letter (Appendices D & E) to 850 former Cerritos students. The sample for this survey was all Cerritos alumni at participating institutions, with the exception of Cal-State Long Beach. As of July 19th, 131 surveys had been returned; of this group, 58 students wanted to participate in the Mentoring Program, and 24 wanted to be included in the Focus group. Results of the survey will not be known for some time, since the Mentoring Project will continue beyond the Center for the Study of Community College's involvement with Cerritos' P.E.T. Project.

Descriptive statistical procedures such as percentages, means, and correlations were used to unveil general patterns of the strategies and services that Cerritos transfer students found to be the most as well as the least helpful in the transfer process. In addition, patterns of services or strategies not used in the transfer process were uncovered.

Focus Group

Although the survey results will provide insight into general patterns of perceptions and behavior of Cerritos alumni in their effort to transfer, it does not explain why students think and act as they do. Therefore, a focus group discussion with Cerritos alumni will be held in September. The results of the focus group will add to the findings of the study.

Program Planning

Four-Year Institutions

At the initial visit to some of the institutions, representatives spoke of putting mentors through the training given to their student advisors. Accordingly, each of the eight participating four-year institutions will be contacted regarding any specific training that they want to provide to the mentors from their institutions. Institutions will also be asked to submit a calendar of events that will be held specifically for transfer students during the 1996-1997 academic year.

Mentors

Cerritos alumni were asked to complete a prepostaged postcard, which was included in the mailing survey, and to indicate whether they are interested in participating in the TMP as mentors. Students who are interested in participating will be invited to an orientation meeting in August. Training will be provided in a subsequent meeting.

Mentees

Mentees will be recruited through each institution's Transfer Center, by referral from instructors, at transfer awareness week events, through school clubs and organizations, through school support services (career center, EOP & S, financial aid office and counseling), via various forms of communication (school newspaper, posters and flyers) and classroom visits. A general

orientation meeting will be held in the third week of October (after transfer awareness week). Applications will be taken so that mentor-mentee matches can be made. A subsequent meeting will be held in which mentors and mentees will meet and socialize for the first time. It is projected that this will occur in the first week of November.

Projected Events

Formal

Transfer Awareness Week-- Mentors will be invited to speak on a panel that will discuss transfer issues. This event will be one of many scheduled to be held the week of October 14, 1996 by the P.E.T. task force. At this point in time, only mentors will have been identified. The mentees that have been identified at this point will be invited to this event. However, additional recruitment activities will be occurring during this week and mentor-mentee matches will not have been made by this time.

Time Management-- The first workshop that will be held, the first week of December, will be on time management. Students will be educated on the importance of deadlines and timelines in the transfer process. Basic time management skills will be taught and then students will be challenged to apply this knowledge in developing time lines related to their goals in transferring. For example, applying time management skills to scheduling time for preparing to meet application, financial aid, and transcript deadlines. Challenges in managing time in social and academic activities at Cerritos as well as challenges in managing time at the four-year institution will be discussed. The workshop will end with a mentor-mentee activity where there is one-on-one discussion of mentee concerns regarding time management issues at the four-year institution.

Academic Expectations, Integration, and Adjustment--A workshop on academic issues at the four-year institutions will be held. Mentors and mentees will be invited to this event. A few professors from the four-year institutions will be invited to speak to the Cerritos students about their perceptions of what community college students need to do to prepare academically for work at the four-year level. A panel of mentors will discuss their own experiences in adjusting academically at the four-year institution. The workshop will end with a mentor-mentee activity where there is a one-on-one discussion of mentee concerns regarding academic issues at the four-year institution. This event will probably be held in February.

Social Expectations, Integration, and Adjustment--A workshop on social issues at the four-year institutions will be held. Mentors and mentees will be invited to this event. Representatives from campus clubs and organizations from the four-year institution will be invited to speak to the Cerritos students about the importance of social integration at the four-year level. A panel of mentors will discuss their own experiences in adjusting academically at the four year. The workshop will end with a mentor-mentee activity where there is a one-on-one discussion of mentee concerns regarding social issues at the four year. This event will probably be held in April.

Informal

Mentor - Mentee Communication--Mentors will be asked to give either a phone number or e-mail address to their mentee. Mentors will be trained on how to interact with their mentee. It is expected that the mentor will speak with the mentee personally by phone or e-mail at least once a month. Training guidelines will be provided in a future report.

Campus Visit--All Mentees will be encouraged to visit the campus that they would like to attend. They will have the option of meeting the mentor at the four-year campus at their convenience or they can attend a transfer day (campus orientation and tour) which is sponsored by the transfer center and have the mentor meet them at the event. We will encourage the mentor to take students to areas such as the library, financial aid office, support services offices, admissions office, and dorms (if possible). We will also encourage the mentor to investigate what type of social activities or organization the mentee is interested in and when the mentee visits the campus, to make arrangements for the mentee to meet with representatives of one of those organizations.

Final Event

Mentor - Mentee Banquet--An appreciation banquet will be held for mentors and representatives of participating institutions. Mentees will be given an opportunity to discuss their experiences in learning about their prospective four-year campuses. Mentors will be given certificates of appreciation and mentees will be given certificates of participation.

As indicated earlier, the Mentoring project is still operating, and its effects cannot yet be tabulated.

Conclusions

In our initial proposal to Cerritos we described several tasks to be conducted in terms of administrative, instructional, student services, and research activities.

Administration

Set the tone for transfer through presidential speeches and press releases.

Design a set of recognition activities outside the regular associate degree award ceremonies.

List in the student newspaper the names of students who have been accepted at various universities.

Modify the forms that ask about student intentions to say, "To which college are you intending to transfer?" instead of, "Are you going to transfer?"

Investigate the feasibility of expanding concurrent enrollment with neighboring universities so that students may matriculate or be admitted to both Cerritos and one of the nearby senior colleges.

Investigate possibilities for bringing in alumni who have transferred and are now either at a university or in the work world to speak in classes or at ceremonial occasions about moving on from Cerritos.

Reward the higher achieving students with such benefits as priority parking, bookstore discounts, or priority registration.

Develop course patterns that allow groups of students to go through in a cohort so that the group who wants to transfer have courses earmarked for them.

Instruction

Employ peer tutors to set up study groups for transfer-bound students.

Reduce the number of majors and ensure class availability.

Check the schedule to be sure that an adequate number of transfer-related courses are offered at times when students can take them.

Consider organizing a supplemental instruction program whereby students in certain high-risk courses are provided with specifically designed additional instruction in the learning laboratory.

Make opportunities for students to do projects on campus or at neighboring universities, in short to have work opportunities so that they do not have to leave the campus to go to outside jobs.

Coordinate the science advising workshops with the Transfer Center.

Publicize the Transfer Alliance Program that Cerritos has with UC Irvine.

Check whether the placement testing by means of which students get into certain classes and the exit testing that assesses their learning in those classes are correspondent.

Develop more exchanges whereby faculty from Cerritos teach at neighboring universities and university faculty members teach at Cerritos, perhaps in joint arrangements.

Student Services

Work with high school counselors so that students beginning high school are advised of requirements for college admission.

Provide forms for admission to Cerritos College that high school seniors can complete at the same time that they complete admission forms to the senior institutions, usually in November of the prior year.

Develop small-scale summer programs for high school students on the Cerritos Campus.

Ensure that all Cerritos students know of the activities of the Transfer Center, even to the extent of supplying this information in introductory sessions, orientation classes, and every college-level course.

Get a commitment from students at each registration regarding the name of the university to which they aspire.

Research Activities

These efforts need to be monitored through a coordinated research effort. Data can be gathered from students, faculty, administrators, and college records along with data from high school staff members and community surveys. The intent is to determine how the transfer function at Cerritos College is perceived internally and extramurally and how the various modifications described above are being made. The research office can collect information about:

Perceptions of high school staff members. Of course the one key question is, "If you're advising a baccalaureate bound student regarding which college to attend, where would Cerritos fit in?"

Other types of research efforts can be useful. For example, the high schools could be apprised routinely about the number of their students who came to Cerritos and who subsequently transferred to universities.

The Cerritos staff should be informed of the progress of these various transfer related efforts and the data from the various surveys should be used to inform the processes themselves.

In response to many of these suggestions, the enthusiasm and efforts of many Cerritos staff members—administration, faculty, and counselors - were noticeable. The reports of P.E.T. project meetings and other efforts attest to the concern of these key personnel in the college. However, based on the data obtained in the student, faculty, and administrator surveys, certain serious disjunctures appeared. In a nutshell, *the Cerritos students responded as though they were enrolled in a high transfer rate college, while the faculty and administrators were more like their counterparts in low transfer rate institutions.* The reasons for these differences are not clear; they could relate to anything from study-design flaws to a student population that has shifted its aspirations without the staff's being aware of the move. But the difference was pronounced and certainly deserves some review by all parties concerned.

The effects of the P.E.T. project will not be demonstrated early on. In fact, because transfer rates shift only slowly, it will take an on-going, continual effort to move the percentages up. If Cerritos gains one percentage point a year over the next five years, thus reaching the state norm, the P.E.T. project can be considered an outstanding success.

References

Cohen, A.M., Brawer, F.B. Policies and Programs that Affect Transfer. Report of a project sponsored by the National Center for Academic Achievement and Transfer. Washington, DC: American Council on Education, 1996.

Cohen, A.M., Brawer, F.B., and Bensimon, E.M. Transfer Education in America's Community Colleges: Report to the Ford Foundation. Los Angeles: Center for the Study of Community Colleges, 1985. (ED 255 250)

CEO (president, chancellor)	_____	Counselor	_____
Member of board of trustees	_____	Transfer center coordinator	_____
Chief academic dean	_____	Articulation officer	_____
Division or department head	_____	Institutional researcher	_____
Student affairs officer	_____	Financial aid officer	_____

CERRITOS COLLEGE'S TRANSFER PROJECT

GENERAL INTERVIEW FORM

1. How do you think the five general functions of community colleges are emphasized here? (Most important function=1, second=2, and last=5)

- (a) Career upgrade _____
- (b) Community services _____
- (c) Job entry _____
- (d) Remedial/Developmental _____
- (e) Transfer _____

2. If you had full control over the situation at this college, how would you rank these functions?

- (a) Career upgrade _____
- (b) Community services _____
- (c) Job entry _____
- (d) Remedial/Developmental _____
- (e) Transfer _____

3. What forces within the college contribute to or facilitate transfer?

- Counseling and advising services _____
- Established transfer centers _____
- Faculty advisors _____
- Information systems _____
- Support from administrators, other staff _____
- Other (spell out) _____
- _____
- _____

4. What forces seem to impede the transfer process?

- Counseling and advising services _____
 - Established transfer centers _____
 - Faculty advisors _____
 - Information systems _____
 - Support from administrators, other staff _____
 - Other (spell out) _____
- _____
- _____
- _____

5. What would you estimate to be the percentage of students from this college who transfer to four-year colleges or universities? _____

6. What particular student services tend to facilitate transfer on this campus (e.g. transfer days counseling, visits from university personnel, etc.)?

7. What types of financial aid are available to what students?

8. Generally, how well informed is the faculty on transfer issues?

9. Aside from their actual teaching, what direct input do faculty make to students who expect to transfer? For example, encourage meeting students at their office hours?



10. What role do administrators play in advising students for transfer?

11. Are there jobs on campus for students? How many? What do they do?

12. Describe:

How many faculty use course syllabi that include specific student outcomes?

Faculty exchanges between two and four-year institutions?

Mandatory orientation sessions?

Mandatory placement in special programs?

Articulation agreements?

Common course numbering?

13. Describe: (continued)

Course equivalent?

Other _____

14. And what in the curriculum hinders this same process?

15. What program, curriculum, or set of courses contribute most to transfer?

16. Can students enroll concurrently at this college and at another institution? Do they?

17. Assuming that transfer from two-year colleges to baccalaureate institutions is desirable, what steps would you like to see taken to facilitate that process?

Student Survey

Dear Student: Congratulations on pursuing your education at Cerritos College. In order to offer you quality services, we are conducting a survey to identify your needs, interests, and ideas about the college. Please answer all of the questions below to the best of your knowledge and return the completed questionnaire to your course instructor. All of your responses will remain confidential and will be used only in statistical analyses. Thank you very much for participating in this important survey.

1. What is the primary reason you are attending this institution at this time? (Check only one)
- a. To prepare for transfer to a four-year college or university _____
 - b. To gain skills necessary to enter a new occupation _____
 - c. To gain skills necessary to retrain or remain current in an occupation _____
 - d. To satisfy a personal interest (cultural, social, etc) _____
 - e. To improve my English, reading, or math skills _____
2. What do you think this college's major emphasis is? (Check only one)
- Is**
- a. Preparing students for immediate employment _____
 - b. Adult or continuing education _____
 - c. Remedial or high school makeup studies _____
 - d. Satisfying the students' personal interests _____
 - e. Preparing students for transfer to a four-year college or university _____
3. What do you think this college's major emphasis should be? (Check only one)
- Should Be**
- a. Preparing students for immediate employment _____
 - b. Adult or continuing education _____
 - c. Remedial or high school makeup studies _____
 - d. Satisfying the students' personal interests _____
 - e. Preparing students for transfer to a four-year college or university _____
4. In which of the following have you participated (Circle all that apply)
- a. Peer group advising
 - b. Academic Counseling
 - c. Orientation sessions
 - d. On-campus job fairs
 - e. Financial aid advising
 - f. On-campus paid employment
 - g. On-campus college recruitment fairs
 - h. Special sessions for students interested in transferring

5. How much has this college affected you? (Circle the appropriate response)

	Not At All	Very Little	Some-What	Very Much
a. Provided focus and direction	1	2	3	4
b. Gave me confidence	1	2	3	4
c. Informed me of alternatives	1	2	3	4
d. Made me feel better educated	1	2	3	4
e. Helped me develop job skills	1	2	3	4
f. Increased my self awareness and insight	1	2	3	4
g. Increased my desire for further education	1	2	3	4
h. Provided a friendly atmosphere in which to continue my education	1	2	3	4

6. Compared with other students at this college, how would you rate your ability to:
(Circle your responses)

	Below Average	Average	Above Average
a. Take multiple choice tests	1	2	3
b. Take short answer tests	1	2	3
c. Use algebra to solve problems	1	2	3
d. Edit written material	1	2	3
e. Understand political ideologies	1	2	3
f. Understand art, music, and drama	1	2	3
g. Understand scientific and technological developments	1	2	3

7. Compared with other students at this college, how would you rate your:

	Below Average	Average	Above Average
a. Drive to achieve	1	2	3
b. Emotional health	1	2	3
c. Intellectual self confidence	1	2	3
d. Familiarity with the entire campus layout	1	2	3
e. Familiarity with library	1	2	3
f. Knowledge of academic support services	1	2	3
g. Knowledge of extracurricular activities	1	2	3
h. Likelihood of transferring to a university	1	2	3

8. How accurate are the following statements about Cerritos College?

	Not Accurate	Somewhat Accurate	Accurate
a. Students are treated as numbers, not people	1	2	3
b. There is little contact between students and faculty	1	2	3
c. Students contact/socialize with each other out of class	1	2	3
d. Faculty and staff are interested in student intellectual development	1	2	3
e. Faculty and staff are sensitive to minority issues	1	2	3
f. Student Services is interested in student personal problems	1	2	3
g. Student Services is interested in student intellectual development	1	2	3
h. The Transfer Center is well publicized	1	2	3
i. The Transfer Center is helpful in facilitating transfer to a university	1	2	3
j. Courses include multiple perspectives regarding minorities and other cultural issues	1	2	3

9. During the time you have been at Cerritos College, have you:

	<u>Yes</u>	<u>No</u>
a. Met with your counselor in the past 3 months?	_____	_____
b. Felt rushed during your counseling sessions?	_____	_____
c. Visited the Transfer Center in the past 3 months?	_____	_____
d. Had helpful meetings with your academic counselor?	_____	_____
e. Wanted to change to another academic counselor?	_____	_____
f. Read the campus newspaper frequently?	_____	_____

10. On average, how many hours each week do you spend doing the following activities?
(Circle your response for each item)

	None	Less Than 1 hour	1 - 4 hours	5-10 hours	More than 10 hours
a. Commuting to Cerritos College	1	2	3	4	5
b. Attending classes	1	2	3	4	5
c. Attending study groups on campus	1	2	3	4	5
d. Studying off-campus	1	2	3	4	5
e. Utilizing the library facilities	1	2	3	4	5
f. Utilizing faculty office hours	1	2	3	4	5
g. Talking with my academic advisor	1	2	3	4	5
h. Socializing with other students	1	2	3	4	5
i. Utilizing the computer center	1	2	3	4	5
j. Studying by myself on campus	1	2	3	4	5
k. Employment on campus	1	2	3	4	5
l. Employment off campus	1	2	3	4	5

11. Please rate your satisfaction with the following: (Circle the appropriate response)

	Dissatisfied	Satisfied	Very Satisfied
a. Preparation for community college academic work	1	2	3
b. Opportunity to meet with instructors for office hours	1	2	3
c. Opportunity to meet with instructors socially or off hours	1	2	3
d. Opportunity to participate in extracurricular activities	1	2	3
e. Financial aid availability	1	2	3
f. Campus social life	1	2	3
g. Academic advising	1	2	3
h. Personal counseling	1	2	3
i. Quality of instruction	1	2	3
j. Library facilities and services	1	2	3
k. Computer access and services	1	2	3
l. Structured study sessions	1	2	3
m. On campus cultural activities	1	2	3
n. Overall community college experience	1	2	3
o. Opportunities to interact with people from different backgrounds	1	2	3

12. How many credit hours have you completed?

	None	1-4 hours	5-12 hours	13-30 hours	over 31 hours
a. At this college:	_____	_____	_____	_____	_____
b. At another college:	_____	_____	_____	_____	_____

13. How many credit hours are you taking this term?

_____ 0 - 4 hours _____ 5-8 hours _____ 9-12 hours _____ over 12 hours

14. I Am: a. Male b. Female

15. I Am:

a. African-American /Black	e. Mexican American/Chicano/a
b. American Indian	f. White/Caucasian
c. Asian/Pacific Islander	g. Multi-ethnic (please specify) _____
d. Latino/a	h. Other (please specify) _____

16. I Am:

a. 17 or younger	d. 26 - 30	g. 41 - 50
b. 18 - 21	e. 31 - 35	h. 51 and over
c. 22 - 25	f. 36 - 40	

17. My Cerritos College Student ID Number is: _____
 All of your responses will remain confidential and will be used only in statistical analyses.

THANK YOU FOR YOUR TIME AND VALUABLE RESPONSES

Dear Faculty Member:

Cerritos College is involved in a project to understand the policies and programs that affect students. Your college's class schedule indicates that you are teaching _____ this term. If you are not teaching this class, please forward these materials to the instructor to whom it has been assigned. If the class has been canceled, please return all materials to the person from whom you received them.

Please distribute the Student Surveys to the students in your class and complete the Faculty Survey yourself. Collect all completed forms and return them in the envelope provided. All responses will be kept confidential and will be used only in statistical analyses. We thank you for your participation.

Faculty Survey

1. What do you think students should gain from a two-year college education? Please rank the following statements in order of importance. (1=most important, 2= second, 6=least important)

- a. Aesthetic awareness _____
- b. An understanding and mastery of some academic discipline _____
- c. Knowledge and skills directly applicable to their careers _____
- d. Knowledge of and interest in community and world problems _____
- e. Preparation for further formal education (transfer) _____
- f. Self-knowledge and a sense of personal identity _____

2. Please respond to the following statements by circling one response for each.

	Strongly Disagree	Dis- Agree	Don't Know	Agree	Strongly Agree
a. Cerritos College should be actively engaged in community service	1	2	3	4	5
b. Career education and occupational training should be the major emphasis in this college	1	2	3	4	5
c. Most faculty at Cerritos College would prefer to teach at another institution	1	2	3	4	5
d. I would like to have closer contacts with university faculty members who teach the same courses that I do.	1	2	3	4	5
e. I tend to pattern my teaching after my own college experiences	1	2	3	4	5
f. Cerritos College could do a better job of preparing its students to transfer to four-year colleges or universities	1	2	3	4	5
g. Cerritos College emphasizes programs that help students obtain jobs	1	2	3	4	5
h. Cerritos College emphasizes programs that help students toward the baccalaureate degree	1	2	3	4	5
i. I frequently discuss transfer possibilities with my students	1	2	3	4	5

	Strongly Disagree	Dis-Agree	Don't Know	Agree	Strongly Agree
j. Academic advising on this campus is more likely to help prepare students for transfer than to advise them about job opportunities	1	2	3	4	5
k. Most campus personnel (administrators, counselors, faculty) are more interested in the students' employment potential than in their transferring to universities	1	2	3	4	5
l. Cerritos College has strong relationships with baccalaureate-granting institutions in terms of curriculum, articulation, and faculty exchanges	1	2	3	4	5
m. Financial aid opportunities at four-year colleges are communicated to our students routinely	1	2	3	4	5
n. If I were a student planning to get a bachelor's degree eventually, I would not begin at this college	1	2	3	4	5
o. Most of our students are not academically qualified to attend a university	1	2	3	4	5
p. Most of our students are highly motivated to succeed academically.	1	2	3	4	5
q. It is easy to get students involved in on-campus activities	1	2	3	4	5
r. Over 50% of my students utilize my office hours regularly	1	2	3	4	5
s. Cerritos College's Transfer Center's programs and policies are helpful to students	1	2	3	4	5
t. Compared to other community college students, Cerritos students are more likely to transfer to four-year institutions.	1	2	3	4	5
u. Students entering Cerritos College in recent years are more prepared for college work	1	2	3	4	5

3. How many years have you taught at Cerritos College? (Please check one only)
- a. Less than one year _____
 - b. 1 - 4 years _____
 - c. 5 - 10 years _____
 - d. 11 - 20 years _____
 - e. More than 20 years _____

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THANK YOU VERY MUCH FOR YOUR PARTICIPATION IN THIS PROJECT





CERRITOS COMMUNITY COLLEGE DISTRICT

11110 ALONDRA BLVD. • NORWALK, CALIFORNIA 90650-6298 • (310) 860-2451 • FAX (310) 467-5005

June 1996

Dear Cerritos College Alumnus:

Congratulations on your continued academic success at CSU, Dominguez Hills.

CSUDH and Cerritos College are working together to help insure that students who will be transferring in the future will have the opportunity to be successful at the university. As part of that cooperative effort CSUDH is sending this letter to you on our behalf because we need your help!

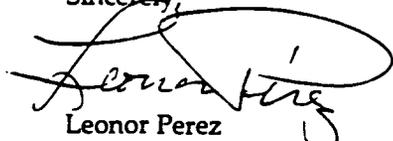
Cerritos College president, Dr. Fred Gaskin, has formed a task force of faculty, staff, students and administrators to explore ways to increase transfer opportunities for students, and to help students transfer successfully. It is in connection with this President's Emphasis on Transfer (P.E.T.) Project that we are asking your help:

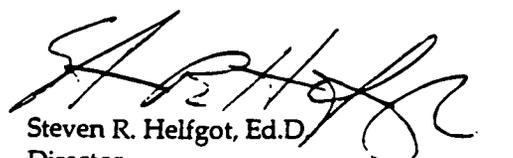
1. **Please complete the enclosed survey and return it to us by July 15, 1996 in the enclosed self-addressed envelope .**
2. **Consider becoming a Transfer Mentor at CSUDH for a current Cerritos student who would like to transfer to CSUDH. If you would like more information about this please fill out the enclosed post card and return it to us by July 15, 1996 or call us at (310) 860-2451, ext. 3099, box 4358 and leave your name, current address and phone number.**
3. **Join us for a focus group discussion about your transfer experiences to be held at the end of July. If you would like to attend this event, please fill out the enclosed post card and return it to us by July 15, 1996 or call us at (310) 860-2451, ext. 3099, box 4358 and leave your name, current address and phone number.**

We know that your schedule is busy and demanding, but we hope that you will recognize the importance of this project for the students who will follow you to the university, and that you will agree to help us in one or more of the ways described above. If you have any questions or if you need further information, please feel free to leave a voice mail message at (310) 860-2451, ext. 3099, box 4358.

Best wishes for continued success in pursuit of your degree. Thanks in advance for your help and we look forward to hearing from you and to seeing you soon.

Sincerely,


 Leonor Perez
 Coordinator
 Transfer Mentoring Project


 Steven R. Helfgot, Ed.D.
 Director
 President's Emphasis on Transfer Project

Cerritos College Student Survey

The purpose of this survey is to assess what your experiences were as a student at Cerritos College. Please read the questions below and circle a response from the categories provided.

1. How helpful were the following in your effort to transfer from Cerritos to your four-year institution?

	Very Helpful	Helpful	Somewhat Helpful	Not Helpful	Not Used
a. Advising from Cerritos counselors	5	4	3	2	1
b. Advice from Instructors	5	4	3	2	1
c. Advice from Administration/Staff	5	4	3	2	1
d. Advice from friends	5	4	3	2	1
e. Advice from family	5	4	3	2	1
f. Transfer center resources	5	4	3	2	1
g. Workshops held by transfer center	5	4	3	2	1
h. University catalogues in transfer center	5	4	3	2	1
i. Books on transfer in transfer center	5	4	3	2	1
j. Transfer center staff	5	4	3	2	1
k. Visits by university representatives	5	4	3	2	1
l. College fairs held at Cerritos	5	4	3	2	1
m. Tours of Universities	5	4	3	2	1
n. Cerritos Classes that were transferable	5	4	3	2	1
o. Transfer Information in Cerritos catalogue	5	4	3	2	1
p. Transfer Info. in Cerritos class schedule	5	4	3	2	1
q. Flyers and posters about transfer	5	4	3	2	1
r. On-site admissions from a four-year college	5	4	3	2	1
s. Class in Career Planning or College Success (For example CG 2, CG 20, Read 59)	5	4	3	2	1
t. Orientation for transfer students held by your current four-year institution	5	4	3	2	1
u. Having a friend, relative or peer already at the four-year institution you transferred to	5	4	3	2	1

2. To what extent were you involved in the following activities while at Cerritos? (Please circle your answer)

	Very Involved	Somewhat Involved	Not Involved
a. Student Government	3	2	1
b. Student Club(s)/organization(s)	3	2	1
c. Curricular Club(s)	3	2	1

3. How frequently did you participate in or utilize the following while at Cerritos?

	often	occasionally	rarely	never
a. Visited professor (s) in office or outside of class	4	3	2	1
b. Discussed plans to transfer with a professor	4	3	2	1
c. Used Tutoring Services	4	3	2	1
d. Used Learning Assistance Program	4	3	2	1
e. Used Career Center	4	3	2	1
f. Used Transfer Center	4	3	2	1
g. Used the Library	4	3	2	1
h. Took notes in class	4	3	2	1
i. Participated in study groups	4	3	2	1
j. Made appointment to see College Counselor	4	4	2	1
k. Discussed plans to transfer with Counselor	4	3	2	1

4. What type of financial aid did you receive at Cerritos? (Circle as many that apply)

- a. Pell grant
- b. SEOG
- c. College Work Study
- d. Other grant
- e. Stafford Loan
- f. Perkins Loan
- g. Other loan
- h. Scholarship
- i. BOGG
- j. Applied but didn't receive financial aid
- k. Didn't apply because didn't qualify
- l. Didn't apply
- m. Other _____

5. When did you decide you wanted to obtain a Bachelor's Degree?
(Circle one)

- a. Elementary school b. Junior high school c. High School
d. Before entering Cerritos e. At Cerritos f. At my four-year institution

6. How important was the goal of obtaining a Bachelor's Degree to you while you were at Cerritos?

- a. Very important b. Important c. Somewhat important d. Not important

7. Did you ever feel unsure that being at Cerritos was the right thing to be doing?

- a. Yes (Go to question 8) b. No (Go to question 9)

8. If you ever felt unsure that being enrolled at Cerritos was the right thing to be doing, who provided you with the MOST support? (Circle one)

- a. Friend(s) f. A Relative k. Not applicable
b. Classmate(s) g. Instructor l. Other _____
c. People you worked with h. College Counselor
d. Parent(s) i. Other College staff
e. Brother or Sister j. No one

9. How well prepared were you for academic work at your current institution when you transferred?

- a. Very well prepared b. Prepared c. Somewhat prepared d. Not prepared

10. How easy was it for you to adjust to social life at your current institution when you transferred?

- a. Very easy b. Easy c. Somewhat easy d. Not easy

11. What at your current institution did you have to adjust to **MOST** when you transferred from Cerritos?

12. What in your opinion can Cerritos do to make the transfer process easier for students?

BACKGROUND INFORMATION

Date of Birth? _____ Place of Birth? _____

What was your high school GPA ? _____ What was your GPA at Cerritos? _____

Enrollment status at Cerritos? a. Full-time b. Part-time c. Both

Attended what time of day while at Cerritos? a. Day b. Night c. Both

Number of siblings? _____ How many attended college? _____

How many of them were attending college when you started Cerritos College? _____

I Am: a. Caucasian b. Latino c. African-American d. Asian e. Other _____

I Am: a. Male b. Female

Age when you transferred from Cerritos to your four-year institution? _____

What institution are you attending? _____

Current Major? _____ Current Cumulative GPA _____

When did you transfer to this institution? _____

How many Cerritos Units did you earn before transferring? _____

Living Status? a. Commute b. Live on campus c. Live near campus

Marital Status? a. Single b. Married

Do you have children? a. Yes b. No

Cerritos Student ID Number: _____

All of your responses will remain confidential and will be used only in statistical analyses. THANKS FOR YOUR TIME AND RESPONSE.



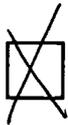
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