

RESEARCH REPORT

OFFICE OF INSTITUTIONAL EFFECTIVENESS AT FULLERTON COLLEGE



OCTOBER 2020

2019-20 Transfer Cohort Snapshot

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INTRODUCTION

Purpose

For many students, Fullerton College serves as a critical bridge between graduating high school, and obtaining a four-year degree. Data from the past four fall terms (2015-2018) show that within each given year, around 69% of the student body has a stated goal of transferring to a four-year university.¹ While Fullerton College has a demonstrated track record in preparing students for successful transfer, understanding more about the students who are obtaining their transfer goal, and how they are continuing their post-secondary journey is important to begin identifying and addressing equity gaps, providing more tailored academic and transfer support, and developing targeted pipelines with four-year universities and degree programs.

The following report provides a glimpse into the transfer cohort of 2019-20 and examines their demographic make-up, progress on key academic indicators, and where they continued their post-secondary journey. While this report only begins to scratch the surface of understanding the complexities associated with transfer, we encourage readers to use this report as a foundation for further data-guided inquiry into the transfer continuum at Fullerton College.

Data Sources

Two primary data sources were used as the foundation for the analysis presented throughout this report: the National Student Clearinghouse, and North Orange County Community College's (NOCCCD) local DataMart.

The National Student Clearinghouse (NSC) data used throughout this report was obtained from NSC in July of 2020 and included information on student's post-secondary enrollment and areas of study for all Cypress College and Fullerton College students dating back to 1992.

Demographic and academic data for students included in the report was obtained through NOCCCD's local DataMart. Data was pulled during the summer of 2020 which allowed ample time for records to be updated and cleaned.

Comparative data presented throughout this report was obtained from the California Community College's Student Success Metrics Dashboard and the State Chancellor's Office Management Information Systems DataMart.²

¹Fullerton College. "Institutional effectiveness report, 2018-19." Accessed September 2020. <https://ie.fullcoll.edu/institutional-effectiveness-reports/>

² Student Success Metrics Dashboard: <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>
State Chancellor's Office Management Information Systems DataMart: <https://datamart.cccco.edu/DataMart.aspx>

Methodology

This report focuses on the 2019-20 transfer cohort. The transfer cohort consists of students who enrolled at a 4-year institution for the first time during the 2019-20 school year (Summer 2019, Fall 2019 or Spring 2020) and who had taken courses at Fullerton during the prior academic year. This approach differs from other transfer analyses such as the State Chancellor’s Student Success Metrics in that it uses the year of transfer as the foundation on which to build the cohort as opposed to the year of entry into the California community college system. While the analysis approach adopted by the state Chancellor’s office helps understand a student’s journey to the point of transfer, the approach used in this report focuses more specifically on the decision-making process of students during the transfer process.

The original target list of students was generated using the NSC data set and then cross-checked against the students’ academic history using NOCCCD’s Data Mart. Special Admit (high school students taking courses at Fullerton), reverse transfer students³, and students who were not enrolled in any courses at Fullerton during target years despite having Fullerton as their designated home campus, were removed from the transfer cohort.

Data queries to obtain demographic and academic data for this report were extracted from NOCCCD’s DataMart and matched to the transfer cohort using a unique student ID. Unless otherwise noted, students’ academic history represents the student’s coursework across all NOCCCD credit institutions.

PROFILE OF TRANSFER STUDENTS

In 2019-20, 1,764 students from Fullerton College transferred to a four-year institution. While there are various definitions that can be applied when studying transfer, this report adopted the definition set by the California Community College Chancellor’s Office Vision for Success Metrics with slight modifications.⁴

Demographic Information

The group of students transferring during the 2019-20 academic year varied in some ways from the overall Fullerton College student body. When looking across race and ethnicity, students that identify as Asian or White made up a larger proportion of the transfer cohort than they did of the general student body at Fullerton. Latinx students, while the largest group in both the transfer cohort and of the general student body, made up a smaller share of the transfer cohort when compared to their representation on campus.

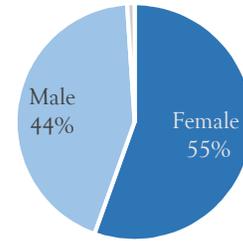
	% of transfer cohort	% of student body
American Indian/Alaska Native	0.2%	0.2%
Asian	17.2%	12.5%
Black	2.7%	3.5%
Filipino	3.4%	3.2%
Latinx	49.9%	54.2%
NHPI	0.3%	0.3%
Two or More	3.5%	3.3%
Unknown	2.7%	4.2%
White	20.1%	18.6%

Sources: The percent of race/ethnicity amongst the student body (excluding students concurrently enrolled in K-12) was pulled from [Student Success Metrics Dashboard](#) for 2018-19. Demographic data for the transfer cohort was queried from NOCCCD Data Mart: Student Application Table.

³ Reverse Transfer students are students who were enrolled at a four year university before enrolling at Fullerton College.

⁴ [CCCO Dashboard Technical Guidance Document](#). “Unduplicated count of students in the selected student journey who earned 12 or more units at any time and at any college and who exited the community college system in the prior year and who enrolled in a four-year institution in the selected year”. For the purposed of this report, the 12 unit requirement was dropped.

When looking at students' gender, more females are transferring when compared to males, both overall, and in relation to the overall student population.



Source: NOCCCD Data Mart: Person Base Table

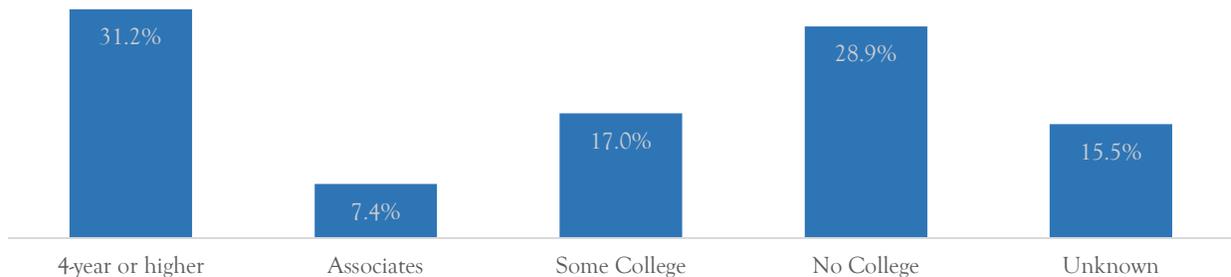
Students in the transfer cohort are slightly older than the overall student population at Fullerton. This is not surprising, given that most transfer students have spent time accumulating credits or earning a degree or certificate before transferring.

	% of transfer cohort	% of student body
19 or younger	9.9%	25.7%
Between 20 and 24	66.3%	43.6%
Between 25 and 29	15.8%	15.0%
Between 30 and 34	4.3%	6.3%
Between 35 and 39	2.0%	3.3%
Between 40 and 54	1.5%	4.5%
55 and older	0.2%	1.6%

Sources: The percent of each age group amongst the student body was pulled from [Student Success Metrics Dashboard](#) for 2018-19. Demographic data for the transfer cohort was queried from NOCCCD Data Mart: Person Base Table

In 2018/19, 33.9% of the student population at Fullerton during the 2018/19 school year were first-generation⁵ college students.⁶ Excluding the students for which the educational level of parents is unknown, 34.0% of the transfer cohort are first-generation students, seemingly in line with the overall student body at Fullerton.

Highest Level of Education Obtained by Either Parent Among Transfer Cohort



Source: NOCCCD Data Mart: Student Application Table

Fullerton College Disproportionately Impacted Groups

In Fullerton College's most recent Student Equity Plan (2019-22), ten groups were identified as disproportionately impacted in the area of transfer: American Indian/Alaskan Native females, Black or African American females, Latinx males, males who identify as more than one race, and male students with disabilities, foster youth females, foster youth males, first generation females, first generation males, and LGBTQ+ males. The methodology used to identify disproportionate impact is not replicable within the

⁵ First-generation students are defined as neither parent having ever attended college or attaining an associate's degree or higher.

⁶ Student Success Metrics Dashboard: <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>

context of this report⁷, but a side by side comparison of these groups as represented in the transfer cohort and the overall student body at Fullerton (where available) suggests that there is still room for improvement, especially amongst Latinx males. Disaggregated data for foster youth, LGBTQ+, and first-generation students by gender is not publicly available making accurate comparisons challenging.

	% of transfer cohort	% of student body
American Indian/Alaskan Native Females	0.2%	0.1%
Black/African American Females	1.1%	1.1%
Latinx Males	18.8%	23.8%
More than one race/ethnicity – Males	1.6%	1.4%
Male students with Disabilities	1.8%	2.1%
Foster Youth Females	0.0%	N/A
Foster Youth – Males	0.0%	N/A
First Generation Females	17.2%	N/A
First Generation Males	10.7%	N/A
LGBTQ+ Males	N/A	N/A

Sources: The percent of the student body was taken from CCCCO DataMart, 2018-19 academic year. Demographic data for the transfer cohort was queried from NOCCCD Data Mart: Person Base Table

Note: Data on a students' LGBTQ+ status is currently not available at through the NOCCCD Datamart.

ACADEMIC PROFILE OF TRANSFER STUDENTS

The data presented below summarizes some of the key academic indicators associated with transfer including units attempted and earned, terms enrolled (an indicator of time to degree), GPA and degrees earned. While each students' transfer journey will look different, traditional benchmarks and/or expectations for each measure is provided when available.

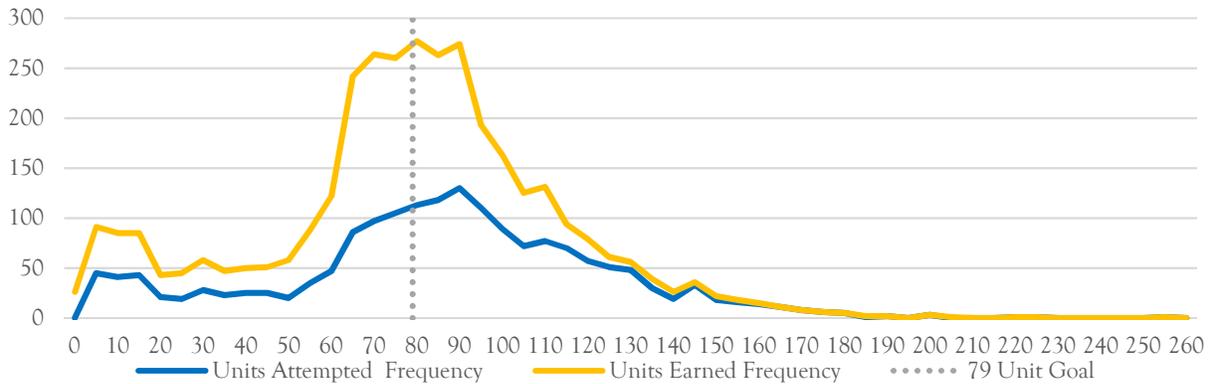
Units Attempted and Earned

In 2017, the California Community College Chancellor's Office introduced the Vision for Success – a five year plan aimed to hold California Community Colleges accountable to a set of shared metrics designed to ensure that the system is well positioned to continue meeting the needs of students and preparing them to be successful in an ever-changing economic environment. One of these goals focused on decreasing the number of extraneous units earned by students, thereby decreasing their financial burden and time to degree. The goal set an ambitious target of decreasing the average number of units earned from 87 to 79 over the next five years (2017-2022).⁸

While a traditional Associates Degree has a 60 unit load, the goal of 79 set by the Chancellor's Office recognizes the reality that students' may enroll in additional classes while they are still exploring their interests, pursuing additional interests of their target degree, or completing additional classes to be eligible for multiple degrees or concentrations. While not all students who transfer will earn a degree before transferring, this is a helpful benchmark on which to calibrate expectations.

⁷ For SEA reporting, transfer is measured by looking at a specific group of students entering at the same time and proportion of students from that group that achieved transfer within a set amount of time. This report looks at the total group of students transferring at a specific time (2019-20), regardless of when they began their post-secondary journey.

⁸ Foundations for California Community Colleges. "Vision for success: Strengthen the California community colleges to meet California's needs." Accessed September 2020. <https://foundationccc.org/Vision-for-Success>



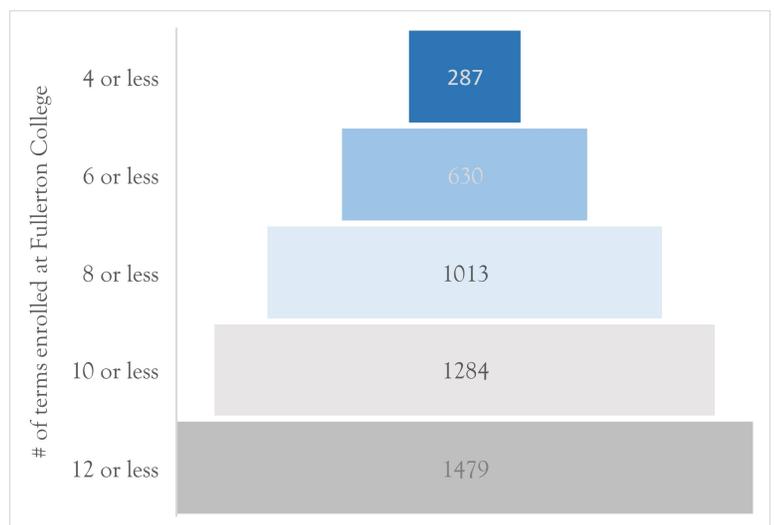
Source: NOCCCD Data Mart: Term GPA Table; Represents courses taken at both Cypress and Fullerton

With 61% of students from the 2019/20 transfer cohort earning 79 units or less, and an additional 18% completed 80-90 units, which together comprises 80% of the total transfer cohort, Fullerton College is on the right path towards decreasing the financial burden of college to our students. It is also important to remember that many of these students may have started their post-secondary education during the very early stages of the Vision for Success; many initiatives geared towards supporting College’s in their effort towards reducing units earned, were just beginning to roll out at the time these students were enrolled.

A supplemental data point to consider when looking at units earned, is the total number of units attempted by students. Amongst the transfer cohort, students attempted an average of 84 units at NOCCCD before successfully transferring. Furthermore, 44% of students attempted 90 or more units during their tenure at Fullerton. While the campus continues to make progress on decreasing the overall units earned by students, further inquiry should also be done to reduce the number of units attempted by students through ensuring that students are successful in the courses that they do enroll in.

Terms Enrolled

The state Chancellor’s focus on decreasing the number of units earned runs very much in parallel to the goal of decreasing the number of terms it takes students to either complete a degree or achieve their transfer goal. Initiatives introduced under the Vision for Success, such as Guided Pathways, are designed to help students complete their degrees within two to three years (equivalent to 4-6 semesters). Slightly over one third of students (36%) who transferred during the 2019/20 school year achieved their goal in 6 semesters of less; the average number of terms enrolled for transfer students was eight.



Source: NOCCCD Data Mart: Student Academic History Table

An additional consideration is that the time to degree goal assumes students are enrolled as full-time during their academic career at Fullerton, which historical data suggests is not the case for the majority of the

student body.⁹ A close examination of the enrollment status of the transfer cohort is recommended to better understand whether students are progressing through their programs in a timely manner.

GPA

GPA is a critical component when considering a student’s competitive edge for a particular transfer destination. Both the UC and CSU systems have a minimum transfer requirement of an overall GPA of 2.0 or above; additionally, each campus and major within the two California systems are able to establish their own requirements on top of the minimum systemwide threshold. The competitiveness of both systems also means that in order for students to be successful in their transfer application, students will likely need to far exceed the minimum requirements. In Fall 2019 for example, 46% of California community college transfer students admitted to the UC system had a transfer GPA¹⁰ of 3.6 or higher¹¹, transfer students admitted to the CSU system had an average transfer GPA of 3.14 for the same year¹².

An additional consideration particularly relevant to Fullerton College’s transfer cohort is the impact of many CSU campuses and UC majors over the past couple years. The top two transfer destinations for the transfer cohort, CSU Fullerton and CSU Long Beach were impacted for the 2019/20 school year and have been identified as being impacted for the 2021/22 school year as well.¹³ When campuses are impacted, selection criteria becomes even more stringent, further raising the bar for admissions for potential transfer students.

Among Fullerton College students who successfully transferred in 2019/20, the average institutional GPA was 3.1.¹⁴ Only 36% of the cohort successfully transferred with a GPA below 3.0; among this group, nearly three quarters of students had a GPA between 2.5 and 3.

	# of students	Average GPA
Overall	1764	3.1
Students Transferring to CSU	1146	3.1
Students Transferring to UC	275	3.5
Students Transferring to CA Private	142	3.0
Students Transferring to OOS	201	2.5

Source: NOCCCD Data Mart: Term GPA Table

With over two thirds of the cohort transferring to the CSU system, the average GPA for these students was in line with the overall GPA for the cohort. The transfer GPA for students attending the UC system was 3.5, very close to the average transfer GPA system-wide. Interestingly, the average GPA for students attending private schools within California was lower than both statewide systems, as was the average GPA for students transferring to out of state schools.

⁹ Fullerton College. “Institutional effectiveness report, 2018-19.” Accessed September 2020. <https://ie.fullcoll.edu/institutional-effectiveness-reports/>

¹⁰ Transfer GPA’s only includes courses that have been agreed upon by FC and UC as meeting UC standards.

¹¹ University of California System Infocenter. “Transfer fall admissions summary”. Accessed September 2020. <https://www.universityofcalifornia.edu/infocenter/transfer-admissions-summary>

¹² The California State University Data Center. “CSU institution of origin dashboard: New undergraduate transfers from California community college or other institutions”. Accessed September 2020. https://tableau.calstate.edu/views/FirstTimeFreshmanandCollegeTransfers/SummaryView?iframeSizedToWindow=true&embed=y&render=true&:showAppBanner=false&:display_count=no&:showVizHome=no

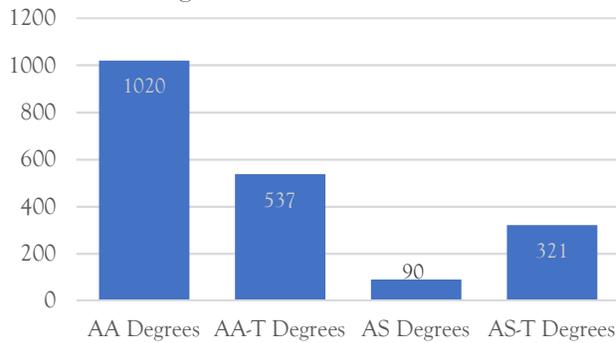
¹³ The California State University. “Impacted undergraduate majors and campuses”. Accessed October 2020. <https://www2.calstate.edu/attend/degrees-certificates-credentials/Pages/impacted-degrees.aspx>

¹⁴ Institutional GPA includes all courses taken at NOCCCD

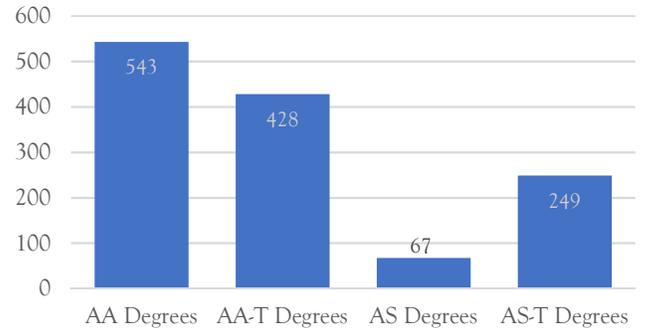
Degrees Earned

Of the 1,764 students who transferred during the 2019/20 academic year, 60% received either a degree or certificate from Fullerton or Cypress since the Summer of 2018;¹⁵ awards granted during the 2018-19 and 2019-20 school year were included. Nearly all students receiving an award obtained an associate's degree or an associate's degree for transfer (96%). Associate in Arts degrees were more popular among students with 824 unique students receiving an AA and/or AA-T compared to 300 unique students receiving an AS

Number of Degrees Awarded



Count of Students Obtaining a Degree



and/or AS-T degree.

Source: NOCCCD Data Mart: Term Degree and Certificate Tables

It is also worth noting that a little over one third of students (34.3%) earning degree or certificate received multiple awards before transfer. In fact, students on average received 2.3 degrees or certificates before transfer.

In addition to Associate Degrees for Transfer, the Intersegmental General Education Transfer Curriculum (IGETC) certificate or CSU General Education certificate for their desired transfer institution can further prepare students for success after transfer. A total of 1,001 students from the transfer cohort obtained either an IGETC certificate or CSU General Education Certificate (14 students obtained both), a positive sign that students are leaving Fullerton prepared to succeed.

	# of students awarded	% of Transfer Cohort
Associates in Arts	543	30.8%
Associates in Arts for Transfer	428	24.3%
Associates in Science	67	3.8%
Associates in Science for Transfer	249	14.1%
IGETC Certificate	306	17.3%
CSU General Education Certificate	709	40.2%

Source: NOCCCD Data Mart: Term Degree and Certificate Tables

While the number of Associate Degrees for Transfer (AD-T's), IGETC Certificates and CSU General Education Certificates is a promising indicator that students pursuing transfer are being directed into appropriate pathways for success, it can not be overlooked that over one-third of students transferring do so without earning any credentials through NOCCCD. Furthermore, students not obtaining a degree

¹⁵ Includes any associate degrees or CCCC approved certificates

accumulated an average of 54 units at NOCCCD before transfer, only two to three courses short of the unit criteria for most degrees and well above the unit criteria for most certificates.

4-YEAR DECISION

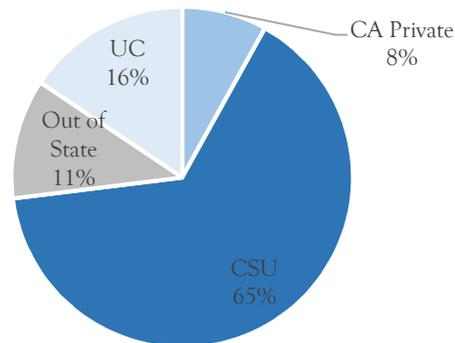
Four-Year Enrollment

Across all in-state systems, students chose 4-year institutions that are in close geographic proximity to Fullerton College. The top 5 destinations for transfer are all within a 30-minute drive time (or under 22 miles) of Fullerton College. Eight out of the top ten transfer destinations are within 1 hour (or under 42 miles) of Fullerton College.

	Estimated Drive Time	Miles from FC	# of Students Transferring
CSU - Fullerton	5 min	2.3	787
CSU - Long Beach	24 min	21.0	143
UC Irvine	24 min	21.6	93
Cal Poly Pomona	20 min	16.7	81
CSU - Dominguez Hills	25 min	21.6	56
UCLA	44 min	41.3	48
UC - Berkeley	6 hr, 15 min	400.0	39
UC - Riverside	39 min	40.7	34
UC - San Diego	1 hr, 30 min	87.8	32
University of Southern California (USC)	34 min	29.4	30

Sources: Drive times and Miles calculated using recommended routes by Google Maps. Top transfer institutions were identified using NSC data.

The majority of the 2019/20 transfer cohort (65%) continued their education through the California State University System (CSU). CSU Fullerton and CSU Long Beach, the two CSU campuses within the closest proximity to Fullerton College, were the most popular transfer destinations among the 2019/20 transfer cohort. Students transferring into the UC system comprised another 16% of all transfer students; followed by out-of-state schools (11%); private universities in California made up the smallest proportion of transfer destinations.



Source: NSC Data pulled July 2020

Field of Study

Data regarding students' program of study at their selected 4-year institution is available for 1,160 students (66% of the transfer cohort). There was significant diversity among the programs with 27 out of the potential 47 Classification of Instructional Programs (CIP) categories selected by FC transfer students.

While most students enrolled in a program under the Business, Management, Marketing, and Related Support Services category overall, further disaggregation of data shows a more colorful picture. Among students enrolling in private universities in California the most popular program of study was Health Professions and Related Clinical Sciences. Furthermore, of the 85 students enrolling into a Health

Professions program, nearly half (n=38) chose to enroll in private university in California. Business, Management, Marketing, and Related Support Services was also outranked by Social Sciences amongst students enrolling in the UC system.¹⁶

	# enrolling	% of total transferring
Business, Management, Marketing...	239	13.5%
Social Sciences	147	8.3%
Psychology	107	6.1%
Health Professions and Related Clinical Sciences	85	4.8%
Visual and Performing Arts	79	4.5%
Education	70	4.0%
Computer and Information Sciences...	57	3.2%
Family and Consumer Sciences...	52	2.9%
Biological and Biomedical Sciences	49	2.8%
Parks, Recreation, Leisure and Fitness Studies	45	2.6%

Source: NSC Data pulled July 2020

Additional analyses were conducted to determine whether students were pursuing the same program from which they obtained an AA, AS, AS-T, or AA-T. Of the 1,764 students in the transfer cohort, this level of information (CIP from 4-year and CIP from degree awarded) was only available for a little over one third of students (n=748). Preliminary analysis showed that only 64% of students (n=476) for which data was available transferred into a similar program of study, meaning that they fell under the same general program classification, from which they obtained a degree.

DISCUSSION

The inquiry into Fullerton Colleges' transfer landscape presented in this report is far from a comprehensive look at a students' transfer journey, but it does represent a significant step towards adding color and detail to the standard measures of transfer success. By developing a deeper understanding of the students who are successfully making it "through the transfer gate," the College can engage in a more nuanced examination of the many factors leading up to a student's ability to achieve their transfer goals. In particular, this report highlights three key areas that are ripe for deeper analysis and discussion: persistence in inequities in those that achieve transfer, credentialing of students prior to transfer, and the possibility to create pipelines to local four-year colleges.

Inequities in Transfer

Every year, the College submits information to the Chancellor's office on their progress in reducing equity gaps on each of the State's Student Success Metrics. In Fullerton's most recent report, five groups were identified as disproportionately impacted in the area of transfer: American Indian/Alaskan Native females, Black or African American females, Latinx males, males who identify as more than one race, and male students with disabilities. While the analysis used to identify these groups requires a different methodological approach through which a cohort of students is identified and tracked to see who from the larger group achieves transfer, a rough side-by-side comparison of the proportion of students in each of these groups suggests that more work needs to be done in understanding the unique experiences of Fullerton College's male students with disabilities and male students who identify as Latinx.

¹⁶ Only three of the UC campuses have Business related programs and are therefore highly competitive.

Additional analysis, both quantitative and qualitative, are recommended to better understand the experience of these two groups. It is also recommended that partnerships between the Transfer Center and existing groups on campus that serve these student populations, notably Disability Support Services and Puente, be leveraged to ensure that services for these groups are coordinated and comprehensive.

Credentialing

As noted above, only 60% of students in the transfer cohort left Fullerton College with a degree or certificate. This is especially noteworthy when considered alongside the fact that of the students who do not earn a credential, 52% of students had earned at least 60 units. Ensuring students exit Fullerton with some sort of credential ensures that students are earning a concrete return on the investment they have made to their education and is critical in setting students up for success in the labor force.

While there could be many explanations for why students are exiting without a degree or certificate, one hypothesis that emerges is that students are earning units and credits that, while transferrable, may not be focused within a specific degree or certificate area. This could be because students are using their time at Fullerton to explore a variety of interests and are still undecided about a career path, or more concerningly, that students are struggling to navigate the requirements of the particular degree or certificate they are pursuing. Understanding the reasons behind student's behavior will be a critical next step in helping students leave Fullerton with some sort of credential.

Strategic Partnership Opportunities

The vast majority of students who transfer continue their higher education at a few select colleges that are in close geographic proximity to Fullerton College. This narrow concentration of the majority within a few schools provides ample opportunities to strengthen pathways and pipelines with a few key 4-year destinations. While Fullerton College enjoys a strong partnership with CSU Fullerton, additional partnerships with CSU Long Beach, UC Irvine, Cal State Pomona and CSU Dominguez Hills should be strengthened and/or explored. Further analysis should also be conducted to better understand what specific programs students are interested in pursuing at each of these top schools so that partnerships can extend beyond the Transfer Center and Admission Offices to program level alignment and articulation.

Additional Analyses

Throughout the process of compiling this report, a few areas for additional analysis have presented as particularly relevant to answering some of the questions that arose throughout this data inquiry.

A reframing of the discussion around time to degrees with consideration of students' full or part time status is recommended. As noted, the majority of students at Fullerton are not enrolled as full-time, and many students fluctuate between full-time and part-time course loads throughout their time at Fullerton. An analysis of a student's enrollment status in relation to their transfer journey, would help in both understanding how that campus is doing in relation to generally held standards of time to degree, as well as deepen our understanding of how to support part-time students working towards transfer.

While this report focuses on student's who make it "through the gate," understanding the point at which transfer ready or transfer directed students fall off the path is also critically important to identifying ways to best serve students. An analysis focused on students (with specific attention paid to disproportionately impacted groups) who have earned a degree or have accumulated at least 60 units and have indicated that they are interested in transfer is recommended. Understanding whether or not students are applying, if they are being admitted but are stopping short of actually enrolling, or are simply deciding to enter the workforce would help ensure that we are supporting students through a successful exit from Fullerton.

APPENDIX

TABLE 1. TRANSFER DESTINATIONS BY VOLUME

TRANSFER DESTINATION	# OF STUDENTS
CALIFORNIA STATE UNIVERSITY - FULLERTON	787
CALIFORNIA STATE UNIVERSITY - LONG BEACH	143
UNIVERSITY OF CALIFORNIA - IRVINE	93
CALIFORNIA STATE POLYTECHNIC UNIVERSITY POMONA	81
CALIFORNIA STATE UNIVERSITY - DOMINGUEZ HILLS	56
UNIVERSITY OF CALIFORNIA-LOS ANGELES	48
UNIVERSITY OF CALIFORNIA - BERKELEY	39
UNIVERSITY OF CALIFORNIA - RIVERSIDE	34
UNIVERSITY OF CALIFORNIA-SAN DIEGO	32
UNIVERSITY OF SOUTHERN CALIFORNIA	30
WEST COAST UNIVERSITY- ANAHEIM	22
ARIZONA STATE UNIVERSITY	21
SAN FRANCISCO STATE UNIVERSITY	16
BELLEVUE UNIVERSITY	13
GRAND CANYON UNIVERSITY	13
WILMINGTON UNIVERSITY	13
UNIVERSITY OF CALIFORNIA-DAVIS	11
UNIVERSITY OF CALIFORNIA-SANTA CRUZ	10
BRANDMAN UNIVERSITY	10
CALIFORNIA BAPTIST UNIVERSITY -UNDERGRADS	9
SAN JOSE STATE UNIVERSITY	9
CALIFORNIA STATE UNIVERSITY - LOS ANGELES	9
CHAPMAN UNIVERSITY-ORANGE	9
WESTERN GOVERNORS UNIVERSITY	9
UNIVERSITY OF ARIZONA	8
UNIVERSITY OF CALIFORNIA-SANTA BARBARA	8
BIOLA UNIVERSITY	8
SOUTHERN NEW HAMPSHIRE- 09WEEK	7
HUMBOLDT STATE UNIVERSITY	7
CALIFORNIA STATE UNIVERSITY - SAN BERNARDINO	6
NATIONAL UNIVERSITY	6
GRAND CANYON UNIVERSITY-TRADITIONAL	6
CONCORDIA UNIVERSITY - IRVINE	5
CALIFORNIA STATE UNIVERSITY - EAST BAY	5
ASHFORD UNIVERSITY	5
CALIFORNIA STATE UNIVERSITY- NORTHRIDGE	5

**Transfer Destinations with under 5 cohort students transferring are masked for privacy