



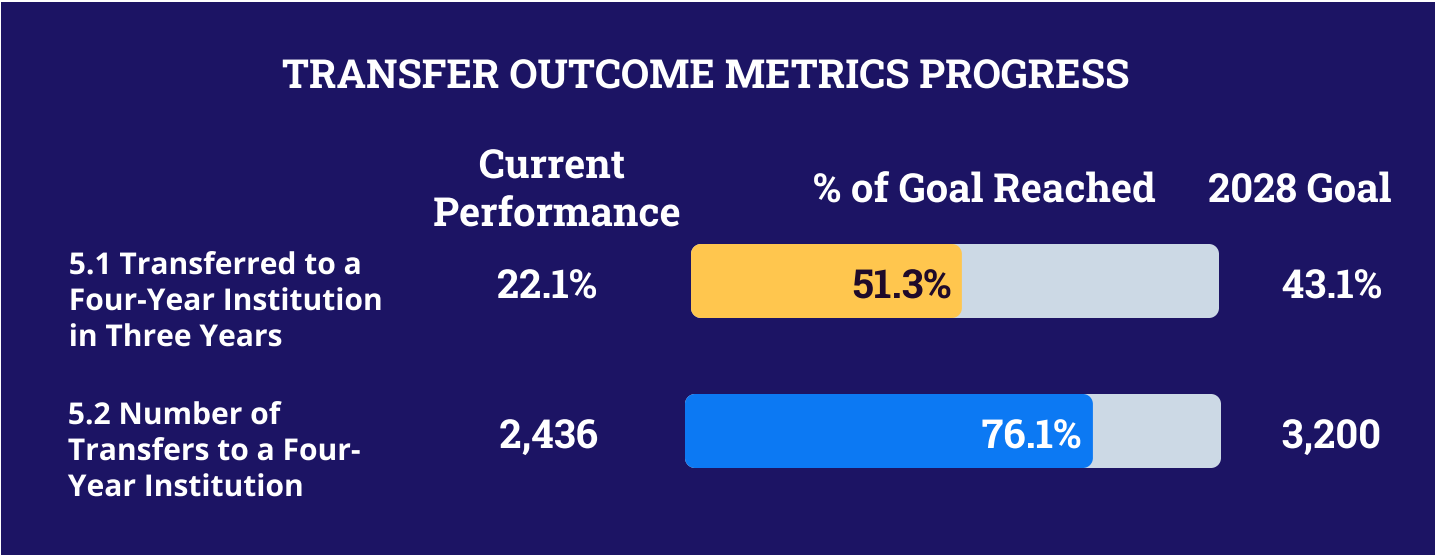
Metric Group 5:  
**Transfer to Four-Year  
Institutions**



# Chapter 5: Transfer Outcomes

This chapter focuses on two key metrics that track student transfer outcomes. The first measures the percentage of first time in college (FTIC) students who transfer to a four-year institution within three years, an outcome aligned with the Student Equity and Achievement (SEA) Program. The second metric, aligned with ACCJC accreditation standards, captures the total number of students who transferred to any four-year institution in a given academic year, including UCs, CSUs, in-state private, and out-of-state institutions. Together, these metrics offer both a cohort-based and annual snapshot of transfer performance.

The chart below highlights SMC’s most recent performance on these metrics and tracks the College’s progress toward its 2028 target goals.



# 5.1 Transferred to a Four-Year Institution in Three Years

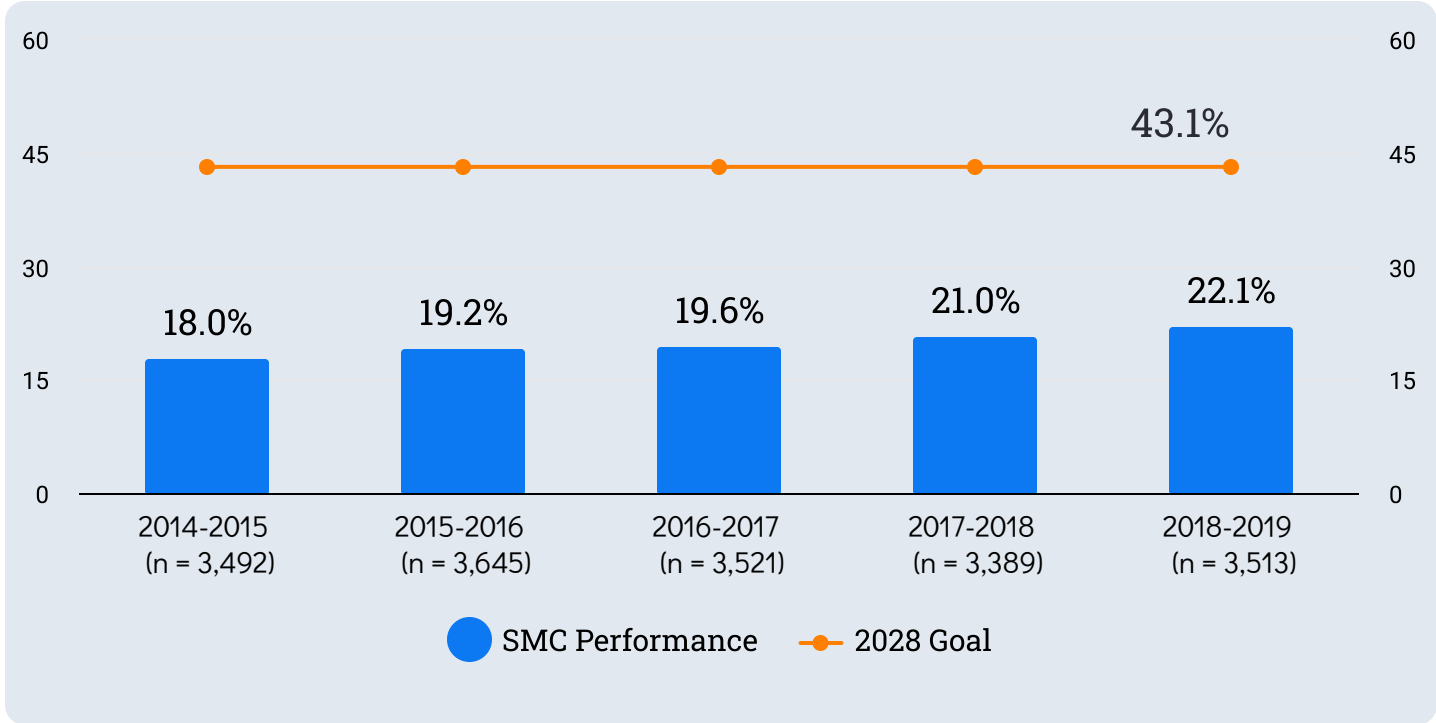


**Description:** The percentage of first-time in college (FTIC) credit students who earned 12 or more units at any time and at any CCC, exited the system in the selected year, and enrolled in any four-year institution within four year of first enrolling at SMC. This metric tracks transfer outcomes for a three-year cohort.

**Data Source:** California Community College Chancellor's Office DataVista Metric 620C

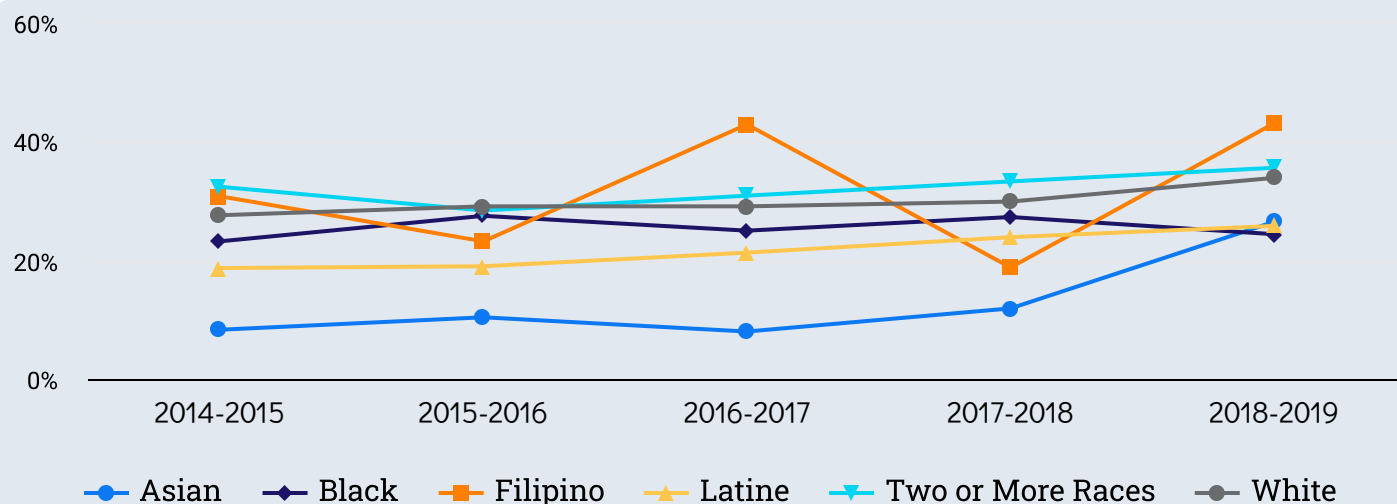
*Pulled from DataVista in January 2025. As DataVista is periodically updated, data values may change in future pulls. The January 2025 dataset was used to ensure consistency with data reported in the 2025–2028 Student Equity Plan.*

## TRENDS ACROSS YEARS (5.1)



The overall three-year transfer increased steadily by 4.1% in five years, from 18.0% in 2014–2015 to 22.1% in 2018–2019. While this improvement reflects progress in supporting student successfully transfer within three years, the 2018–2019 rate falls short of the **target goal of 43.1%**, which was established by the Institutional Effectiveness Committee based on the performance of Filipino students, the highest-performing group that year. This equity-focused benchmark highlights the need for continued, intentional efforts to close the 21.0 percentage point gap and ensure more students across all groups successfully transfer within a timely period.

## DATA DISAGGREGATED BY RACE/ETHNICITY (5.1)

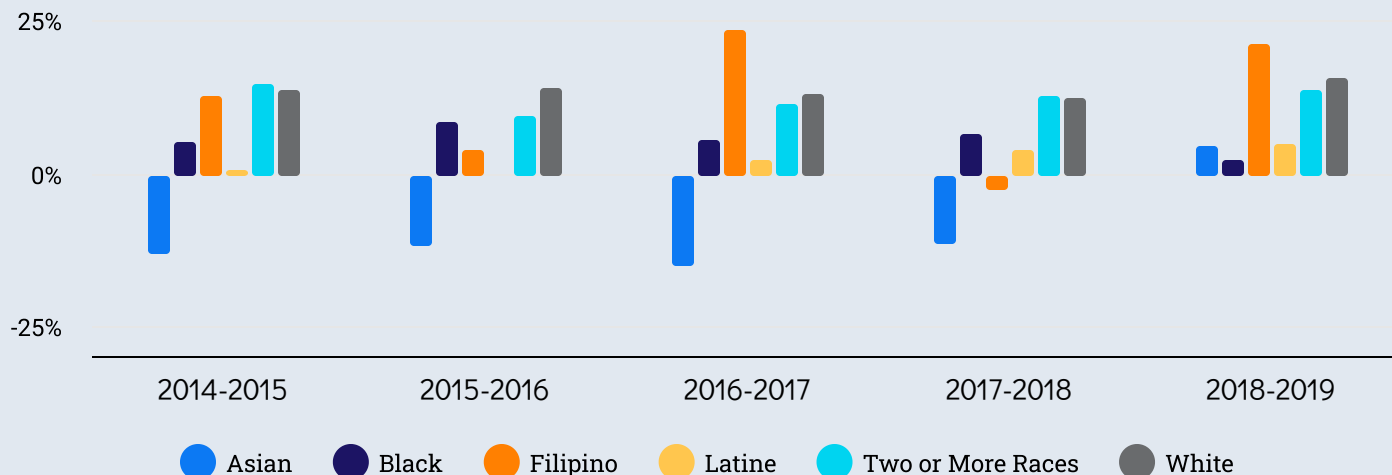


Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Asian	8.3% (n = 868)	10.4% (n = 873)	8.0% (n = 812)	11.9% (n = 653)	26.5% (n = 275)
Black/African American	23.2% (n = 190)	27.5% (n = 171)	25.0% (n = 192)	27.3% (n = 161)	24.4% (n = 193)
Filipino	30.8% (n = 39)	23.2% (n = 56)	42.9% (n = 56)	18.8% (n = 32)	43.1% (n = 65)
Latine (Hispanic)	18.7% (n = 921)	19.0% (n = 962)	21.3% (n = 958)	23.9% (n = 960)	25.8% (n = 993)
Two or More Races	32.4% (n = 74)	28.4% (n = 109)	30.9% (n = 139)	33.3% (n = 123)	35.6% (n = 118)
White	27.6% (n = 1,058)	29.1% (n = 1,091)	29.1% (n = 1,007)	29.9% (n = 984)	33.9% (n = 881)

Transfer rates disaggregated by race/ethnicity reveal important trends over the five-year period. Historically, Asian students transferred at the lowest rates compared to other groups, but they have shown the most improvement, increasing from 8.3% in 2014–2015 to 26.5% in 2018–2019, an 18.2 percentage point gain. Latine students, one of the largest student populations at the college, also showed steady improvement, with transfer rates increasing from 18.7% to 25.8% over the same period. Black and White students consistently demonstrated higher transfer rates, with Black students ranging from 23.2% to 27.5% and White students increasing from 27.6% to 33.9%. Filipino and students identifying as Two or More Races had some of the highest transfer rates, peaking at 43.1% and 35.6%, respectively, in 2018–2019.

## EQUITY GAPS (PPG-1 VALUES) (5.1)



Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Asian	-12.9% (n = 868)	-11.5% (n = 873)	-15.0% (n = 812)	-11.2% (n = 653)	4.8% (n = 275)
Black/African American	5.5% (n = 190)	8.7% (n = 171)	5.7% (n = 192)	6.6% (n = 161)	2.4% (n = 193)
Filipino	12.9% (n = 39)	4.1% (n = 56)	23.7% (n = 56)	-2.3% (n = 32)	21.4% (n = 65)
Latine (Hispanic)	0.9% (n = 921)	-0.2% (n = 962)	2.4% (n = 958)	4.0% (n = 960)	5.1% (n = 993)
Two or More Races	14.8% (n = 74)	9.6% (n = 109)	11.8% (n = 139)	12.8% (n = 123)	14.0% (n = 118)
White	13.8% (n = 1,058)	14.1% (n = 1,091)	13.3% (n = 1,007)	12.5% (n = 984)	15.8% (n = 881)

PPG-1 trends show no racial/ethnic equity gaps in 2018–2019. However, the Student Equity Working Group is currently developing a supplemental metric to address limitations in the state-defined transfer rate. The current metric excludes students with fewer than 12 units, often those facing the greatest barriers, and omits students who transfer but remain concurrently enrolled at SMC, a common strategy due to cost or course availability. It also fails to account for part-time students, who make up 60% of SMC’s credit population and may need more than three years to transfer. This metric, once finalized, will be included in the 2025-2028 Student Equity Plan and will be included in future Institutional Effectiveness reports.

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "[CCCCO Percentage Point Gap Method Minus One](#)".



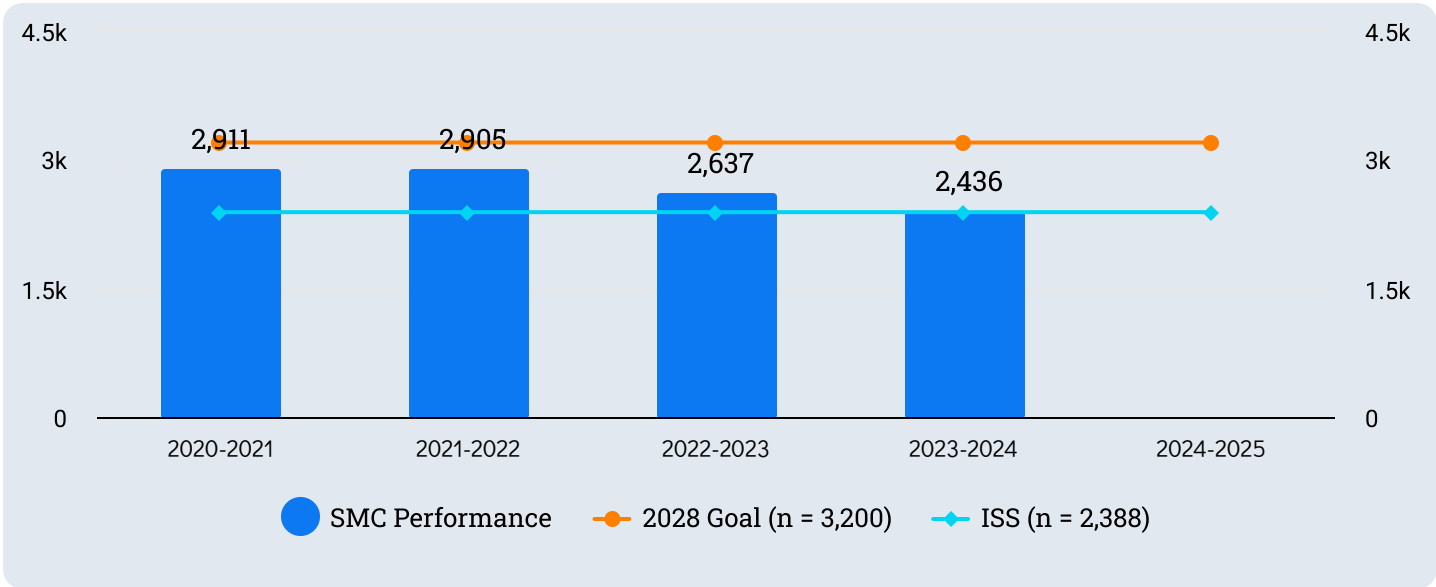
# 5.2 Number of Transfers to a Four-Year Institution



**Description:** The total number of SMC students who transferred to a four-year institution in the selected academic year, regardless of their unit completion status, whether they exited the community college system, or if they remained concurrently enrolled. Note: UC data includes only fall-term transfers.

**Data Sources:** University of California (UC) Information Center, California State University (CSU) Analytics Studies, California Community Colleges Chancellor's Office Data Mart

## TRENDS ACROSS YEARS (5.2)



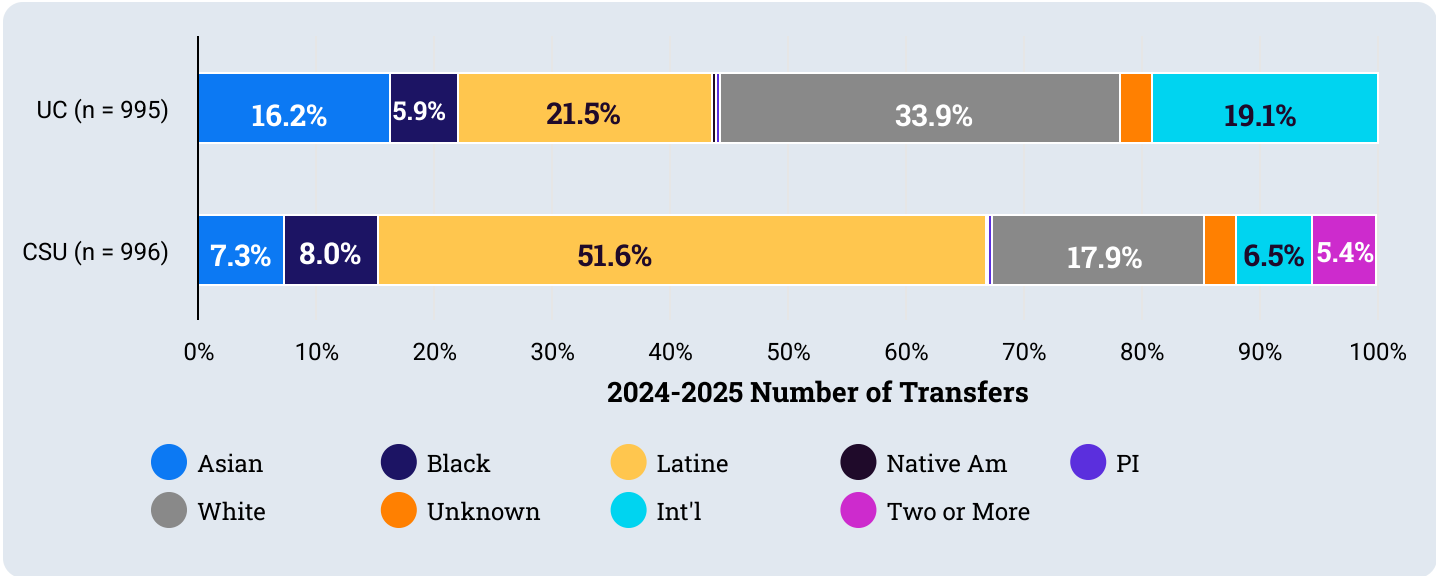
The total number of students transferring to four-year institutions, including UCs, CSUs, in-state privates (ISP), and out-of-state (OOS) colleges, declined by 475 students over the past four years, from 2,911 in 2020–2021 to 2,436 in 2023–2024. Data for 2024–2025 is incomplete, as ISP and OOS figures were unavailable at the time of reporting. While the most recent transfer count remains above the institution-set standard (floor) of 2,388, it falls short of the target goal of 3,200 by 2028 established by the Institutional Effectiveness Committee.

Transfer Institution Type	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
University of California (UC)	1,186	1,200	1,086	983	995
California State University (CSU)	1,282	1,217	1,084	1,071	996
In-State Privates (ISP)	152	175	140	141	NA
Out-of-State Institutions (OOS)	291	313	327	241	NA
Total Associates	2,911	2,905	2,637	2,436	NA

Transfers to UC and CSU campuses account for the largest share of transfer students, with approximately an equal number of students transferring to each system each year. During the last five years, UC transfers decreased from 1,186 to 983, a decrease of 191 students. Transfers to the CSU experienced a larger decline (286 students), dropping from 1,282 to 1,071 during this period.

Though data for in-state private (ISP) and out-of-state (OOS) transfers in 2024–2025 are not yet complete, the numbers for UC and CSU transfers show only a modest rebound from the prior year, suggesting continued challenges in reaching the target goal of 3,200 transfers. While 2023–2024 totals remain above the floor standard of 2,388, the sustained decline indicates a need for further inquiry and targeted support to reverse the trend and ensure more students are successfully transitioning to four-year institutions.

PROPORTION OF OUTCOME COMPLETION BY RACE/ETHNICITY (5.2)



Transfers to UC and CSU campuses reveal clear racial/ethnic differences\*. In 2024–2025, Latine students comprised over half (51.6%) of CSU transfers but only 21.5% of UC transfers. Black students made up 8.0% of CSU and 5.9% of UC transfers. In contrast, White and Asian students were more represented among UC transfers (33.9% and 16.2%, respectively) than compared to CSU transfers (17.9% and 7.3%). The UC data does not include a "Two or More Races" category, which limited the analysis.

The differences in racial distribution reflect broader structural inequities in access. UCs are generally more selective, with higher admissions criteria (e.g., GPA, unit thresholds, competitive majors), which may disadvantage students who face systemic barriers to transfer preparation, such as part-time enrollment or financial constraints. CSUs tend to have broader access pathways and serve a more racially diverse transfer population, especially among Latine students. **The lower representation of Black and Latine students among UC transfers highlights the need for race-conscious strategies to ensure equitable transfer access and preparation across both systems.**

\*Disaggregated data for in-state private (ISP) and out-of-state (OOS) transfers was unavailable at the time of this report and is therefore not included in the analysis.