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The University of San Francisco

PERCEPTIONS ON FACTORS AFFECTING LATINO STUDENTS DURING THE
TRANSFER ADMISSIONS PROCESS FROM CALIFORNIA COMMUNITY
COLLEGES TO THE CALIFORNIA STATE UNIVERSITY SYSTEM

A Dissertation Presented
to
The Faculty of the School of Education
Leadership Studies Department
Organization and Leadership Program

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Andres R. Hernandez
San Francisco
December 2010

THE UNIVERSITY OF SAN FRANCISCO

Dissertation Abstract

Perceptions on Factors Affecting Latino Students During the Transfer Admissions Process From California Community Colleges to the California State University System

Enrollment of Latinos in higher education continues to increase, however their graduation rates continue to lag behind other groups. One of the causes for this educational attainment gap comes from their high enrollment in community colleges but then their subsequent low transfer rate to four-year institutions. Studying the transfer pipeline for Latinos was the main focus of this study. Past research had shown that institutional, environmental, and individual transfer factors play a role in affecting students. However, a study of what Latino students and college administrators perceive during this process had not been done. The study focused on examining the differences and similarities between the two populations in order to help identify areas of improvement. Critical race theory was used as the theoretical framework to help explain perceptions among the populations.

The study employed a mixed methodology that involved an online survey of Latino transfer students in three California State University (CSU) campuses and college administrators who worked with Latino students on the same campuses and at three community colleges. Results from the surveys were then used for follow-up interviews with students and administrators to expand on initial survey results. Results showed that not only did Latino students perceive all three transfer factors as important, they displayed high motivation and drive. They also identified advising as the most important institutional area

that affected them. Administrators, however, saw institutional factors as most important and perceived individual factors as having a negative influence. A comparison of perceptions between administrators from community colleges and CSU campuses showed that they valued their own institutional factors over their counterparts.

A disconnect between what Latino students and administrators perceive as important during the transfer process emerged as a significant finding from this study. This disconnect can be attributed to a variety of factors but lack of communication and understanding between what the two populations most valued was crucial. Implications for future studies and for improving current practice include acknowledging the role of effective advising, importance of student drive and motivation, and most importantly, the need for improving communication between students and administrators, and between institutions.

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

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Dec. 8, 2010
Date

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Chairperson

Dec 8, 2010

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Dr. Patricia Mitchell

Dec 8, 2010

DEDICATION

For my sons Lucas and Aiden. This work is dedicated to you so you may see how valuable education is and the amount of perseverance and strength that is required to achieve it.

ACKNOWLEDGEMENTS

I would like to thank my wonderful wife, Anita, who back in 2005 suggested I do something more constructive with my late nights. After a couple of days of research into graduate programs in the area, I was off and planning my career at the University of San Francisco. The successful end of this very long five year journey would not have been possible without her encouragement. You are my best and sharpest critic Anita and for that I will always be grateful.

My family in both Texas and California were also important pieces of my life during these past five years. Despite living in Texas my mother would keep me awake on the phone during those long night trips home from San Francisco to Fresno. My wife's family also helped keep me centered with their strength and support.

I would also like to thank my current and former managers at San Jose State and Fresno State. Their willingness to work with me as I had to sometimes balance work with school and vice versa was crucial for me to complete this "part time" program. My dissertation advisor Dr. Chris Thomas went above and beyond to help me with every aspect of this long journey. His willingness to work with me despite our distance and his advice to me during this process was crucial.

Last but not least I would like to thank all of the students and administrators who completed my survey and to those special souls who met with me during that hot summer so I could pick their brain about their experiences on the transfer process. They did not have to give up their time but they volunteered their time and energy to meet with me and their invaluable stories, recollections, and opinions made this dissertation possible and hopefully furthered the cause of Latino student research. I am forever in their debt.

TABLE OF CONTENTS

CHAPTER I: THE RESEARCH PROBLEM	1
Statement of the Problem.....	1
Background of the Study	5
Need for the Study	12
Purpose of the Study	14
Research Questions.....	14
Theoretical Rationale.....	15
Higher Education Organizations and CRT	15
Faculty/Administrators and CRT	18
Minority Transfer Students and CRT	21
Limitations	23
Significance.....	24
Definition of Terms.....	25
Summary	28
CHAPTER II: REVIEW OF LITERATURE	29
Introduction.....	29
Latinos in the Transfer Process Pipeline.....	30
Individual Factors	32
Academic Preparation.....	32
Personal Drive and Goals.....	33
Transfer Intention.....	34
Understanding of System.....	35
Environmental Factors	36
Support System	36
School Cultural Environment	37
Cost and Location	38
Institutional Factors	39
Institutional Commitment	40
Articulation and Transfer Programs.....	41
Faculty Support and Counseling.....	42
Shared Responsibility	43
The Influence of Institutional Factors on Individual Factors.....	44
Summary	46
CHAPTER III: METHODOLOGY	48
Research Design.....	48
Populations.....	49
Quantitative Study	51
Instrumentation	51
Validity Study	54
Reliability.....	55

Procedures.....	57
Data Collection	58
Data Analysis.....	59
Qualitative Study	67
Instrumentation	67
Role of the Researcher	68
Validity and Reliability.....	69
Data Collection and Analysis.....	70
Summary	71
CHAPTER IV: QUANTITATIVE RESULTS.....	72
Research Question One: Latino Student Transfer Perceptions.....	73
Research Question Two: Administrator Transfer Perceptions	79
Research Question Three: Comparison of Transfer Perceptions.....	86
Research Question Four: Comparison of Administrator Transfer Perceptions	91
Summary	97
CHAPTER V: QUALITATIVE RESULTS	99
Student Interviewee Demographics	99
Research Question One: Latino Student Transfer Perceptions.....	104
Positive Influences During the Transfer Process	106
Challenges During the Transfer Process.....	109
Advising in the Transfer Process	112
Student Recommendations.....	115
Administrator Interviewee Demographics.....	118
Research Question Two: Administrator Transfer Perceptions	120
Institutional Factors	121
Environmental Factors	124
Individual Factors	126
Administrator Recommendations	128
Research Question Three: Comparison of Transfer Perceptions.....	131
Similarities Between Latino Students and Administrators	132
Differences Between Latino Students and Administrators.....	133
Research Question Four: Comparison of Administrator Transfer Perceptions	136
Differences Between CSU and CCC Administrators	136
Summary	138
CHAPTER VI: CONCLUSIONS AND IMPLICATIONS	140
Conclusions.....	141
Research Question One: Latino Student Transfer Perceptions... ..	142
Research Question Two: Administrator Transfer Perceptions	146
Research Question Three: Comparison of Transfer Perceptions	148
Research Question Four: Comparison of Administrator Transfer Perceptions.....	150

Summary	151
Implications for Future Research.....	152
Student Motivation.....	153
Advising.....	153
Communication.....	155
Implications for Current Practice.....	156
Summary.....	160
REFERENCES	162
APPENDIX A: VALIDITY PANEL COVER LETTER	168
APPENDIX B: VALIDITY PANEL RESPONSE SHEET.....	169
APPENDIX C: STUDENT CONSENT EMAIL.....	170
APPENDIX D: STUDENT REMINDER EMAILS.....	171
APPENDIX E: ADMINISTRATOR CONSENT EMAIL.....	172
APPENDIX F: ADMINISTRATOR REMINDER EMAILS.....	173
APPENDIX G: TRANSFER PROCESS PERCEPTION SURVEY (STUDENT).....	174
APPENDIX H: TRANSFER PROCESS PERCEPTION SURVEY (ADMINISTRATOR)	178
APPENDIX I: STUDENT INTERVIEW INFORMED CONSENT FORM.....	182
APPENDIX J: ADMINISTRATOR INTERVIEW INFORMED CONSENT FORM..	184
APPENDIX K: STUDENT INTERVIEW QUESTIONS	186
APPENDIX L: ADMINISTRATOR INTERVIEW QUESTIONS.....	187

LIST OF TABLES

Table 1. Survey Structure and Scales Used in Analysis	53
Table 2. Validity Panel Grid	54
Table 3. Internal Consistency	56
Table 4. Student's Gender	60
Table 5. Student's Age	60
Table 6. Student's Family - Primary Language English	61
Table 7. Student's Family - Father's Education.....	61
Table 8. Student's Family - Mother's Education.....	61
Table 9. Administrator's Organization.....	62
Table 10. Administrator's Gender	62
Table 11. Administrator's Education	63
Table 12. Administrator's Ethnicity	63
Table 13. Administrator's Age	63
Table 14. Administrator's Experience.....	64
Table 15. Student Survey Mean Scores	74
Table 16. Student Survey Scale Scores.....	75
Table 17. Student Survey Mean Rankings.....	76
Table 18. Administrator Survey Mean Scores.....	80
Table 19. Administrator Survey Scale Scores	81
Table 20. Administrator Survey Mean Rankings	82
Table 21. Similar Items for Students and Administrators.....	86
Table 22. Independent Samples t Tests on Student and Administrator Scales.....	88
Table 23. Independent Samples t Tests on Student and Administrator Items	90

Table 24. Similar Items for California State University and Community College Administrators.....	92
Table 25. Independent Samples t Tests on Cal. State Univ. and Comm. Coll. Administrator Scales.....	95
Table 26. Independent Samples t Tests on Cal. State University and Community College Administrator Items	96
Table 27. Student Interviewee Demographics	100
Table 28. Administrator Interviewee Demographics.....	118

LIST OF FIGURES

Figure 1. California Latino educational pipeline. Modified from Yosso (2006) and updated with statistics taken from California Postsecondary Education Commission and U.S. Census Bureau, 2005-2007 American Community Survey 3-Year Estimates..... 3

Figure 2. California in 1980. Higher education enrollment and degree completion in the State of California in 1980. Data from California Postsecondary Education Commission..... 9

Figure 3. California in 1990. Higher education enrollment and degree completion in the State of California in 1990. Data from California Postsecondary Education Commission..... 10

Figure 4. California in 2000. Higher education enrollment and degree completion in the State of California in 2000. Data from California Postsecondary Education Commission..... 11

Figure 5. Estimated population for California, 2050. Data from California Department of Finance..... 13

Figure 6. Critical Race Theory in the Latino Transfer Process..... 152

CHAPTER I: THE RESEARCH PROBLEM

Statement of the Problem

Latinos are one the fastest growing populations in the United States. By the mid-2000s, the Latino growth rate was over three times that of the rest of the country (U.S. Census Bureau, 2006). Besides a general population increase, over the past 25 years the population of school-age Latinos increased from 9% to 16% (Orfield, Marin, & Horn, 2005). In contrast to the significant increase in the overall and school age populations, Latino educational attainment rates for a college degree continue to remain among the lowest of all population groups.

Historically, Latino educational attainment rates are lower than those of white students. Latinos receive bachelor's degrees at rates below other ethnic groups as well (Orfield et al., 2005). Data from the 2008 Current Population Survey from the U.S. Census Bureau (2008b) show that only 12% of Latinos over the age of 25 had a bachelor's degree or higher compared to 21% for blacks and 37% for whites. In California, the rates for Latinos are even lower, with only 9.6% possessing a bachelor's degree or higher, compared to the national Latino average of 12% (U.S. Census Bureau, 2007). The California Latino rates are lower despite the fact that the overall state average for California's educational attainment rate is 29.1%, two percentage points higher than the national average (U.S. Census Bureau, 2007).

Explanations for the Latino educational attainment gap vary. Studies on Latino education have focused on different areas of the educational pipeline such as K-12 preparation, high school dropout rates, or college graduation rates. However, one of the key indicators of why Latinos earn bachelor's degrees at lower rates is that they attend

two-year community colleges at higher rates than other ethnic groups and subsequently show low transfer rates to four-year institutions (Orfield et al., 2005). More than 26% of black students and 30% of white students who graduate from high school attend two-year institutions, while the number for Latino students is 45% (Orfield et al., 2005). Within the Latino student population, a large majority of first-time freshmen enroll in community colleges over four-year institutions by a rate of 2 to 1 (California Postsecondary Education Commission [CPEC], 2007).

Community colleges offer a low cost alternative and a way to improve academic preparation for students who wish to take courses and transfer to state institutions where a bachelor's degree can be obtained (Cohen & Brawer, 2003; Dougherty, 1994). The economic benefit of attending community colleges is appealing for many students. While many Latino students enter the community college system, however, only a small percent transfer to four-year institutions (Fry, 2002; Suarez, 2003; Yosso, 2006).

Transfer rates are measured in a variety of ways. The California Community College (CCC) system measures transfer rates of its students by using the six year transfer rate of students who showed intent to transfer by taking at least 12 units and attempting either a transfer level English or math course. Using this methodology, which cuts out two thirds of the entire community college population, the transfer rate for Latinos is 31% while the overall transfer average is 40% (Perry & Spano, 2007). However, when taking into account all Latinos in the community college system, the California transfer rate for Latinos drops to 10% (Ornelas & Solorzano, 2004).

Regardless of which methodology is used, transfer rates for Latinos are still lower than other population groups, resulting in a lowered rate of degree completion. This

dissertation study focuses on the main reason for the occurrence: the clogged pipeline from the community college to a four-year institution. There are several factors that affect the transfer rates of Latino students. Understanding these factors is crucial for improving the transfer process and ultimately increasing the educational attainment rate of Latinos. The figure below best illustrates the clogged pipeline by showing how California Latinos traverse the educational pipeline and dwindle as a percentage from 100 elementary school students to only 10 who graduate with a bachelor's degree. The transfer pipeline only allows about two Latino students to transfer to a four-year college for every 20 Latino students that attend community colleges.

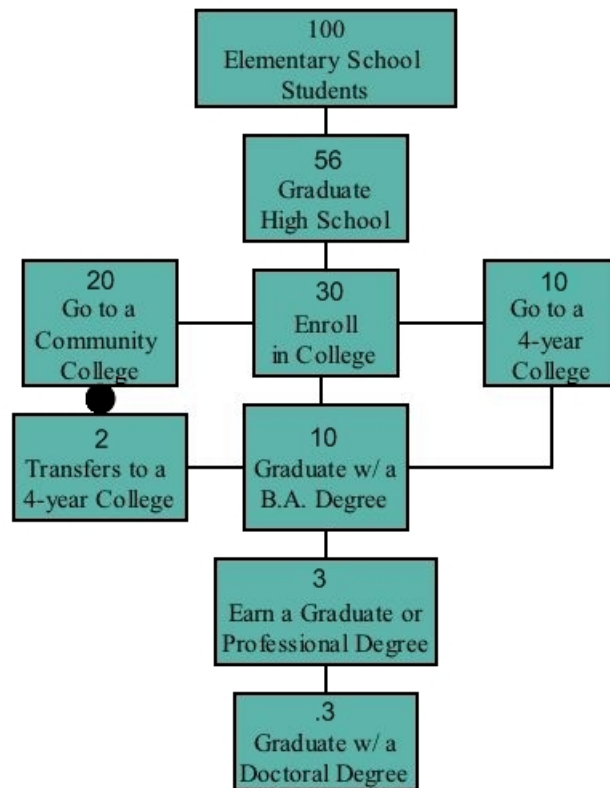


Figure 1. California Latino educational pipeline. Modified from Yosso (2006) and updated with statistics taken from California Postsecondary Education Commission and U.S. Census Bureau, 2005-2007 American Community Survey 3-Year Estimates.

Research into the factors that contribute to the clogged transfer pipeline indicates that a mixture of institutional, environmental, and individual factors result in fewer Latino students transferring to a four-year college (CPEC, 2002). This dissertation study examines all three transfer factors and specifically focuses on the California transfer pipeline indicated in Figure 1 in order to help shed light on transfer problems.

In California, there are 109 community colleges that make up the California Community College (CCC) system. The system's mission, as outlined by the California Master Plan for Higher Education, is to prepare students to transfer to four-year institutions to receive their bachelor's degree. By receiving accurate and timely advising, taking specific courses, and following a transfer admissions plan, students are eligible to transfer to either the 23-campus California State University (CSU) system or the 10-campus University of California (UC) system (CPEC, 2002). Both the CCC and CSU systems involved in the transfer process play an important role in determining the success or failure of a transfer student. From the beginning of their transfer journey to the end, all transfer students must navigate through both the organizational system of their community college and the organizational system of the four-year institution (Yosso & Solorzano, 2006).

By studying specific transfer factors a better understanding of how to improve Latino transfer rates can be achieved. First, before a look at improving the future, a look at the history of California higher education and how Latinos have progressed throughout the years is helpful. The background for this study shows a historical examination of the California Master Plan for Higher Education. The background examines how the community college and public four-year institutions were formed in California and how

the system, while intending to build a transfer pipeline, has not kept up with the changing demographics of the state which has especially affected Latino students (Douglass, 2000).

Background of the Study

Before the establishment of the educational systems of the CCC, CSU, and UC, higher education in California was a mixture of several colleges and local junior colleges that competed for the same pool of students. In addition, the pre-master plan period was marred by political infighting over state resources and mandates for physical and educational jurisdiction (Douglass, 2000). The competition for both fiscal and human capital created an inefficiency in California higher education which by the early 20th century state leaders had realized had to change (Douglass, 2000).

The desire to create an efficient higher education system laid the groundwork for the creation of the 1960 California Master Plan for Higher Education, the blueprint for how public higher education in California is now structured and run. The structure of the master plan, however, was a political compromise among institutions that initially did not account for the future demographic changes the state would see in the future (Douglass, 2000). That omission now directly affects Latino students who must traverse the transfer pipeline that was first developed 50 years ago.

The contentious issues that the colleges and universities had battled through much of the first part of the 20th century finally came to a head when the state legislature took action and halted all proposed future campuses until an ordered plan was established. A survey team composed of university administrators from all systems was established in 1959 by the state legislature and was charged with formulating a plan for establishing a

structured higher education system in the state. After much debate and compromise, the team submitted their plan and the state legislature accepted their recommendations. The passage of the Donahoe Act of 1960 and a new amendment to the state constitution was the result of their recommendations.

Through the Donahoe Act of 1960 and subsequent amendment to the state constitution, the original California Master Plan for Higher Education was implemented. The Master Plan established the CCC system, a California State College Board of Trustees, and the UC educational system. The newly formed California State College system would later be renamed California State University and Colleges in 1972 and finally California State University in 1982 (Center for the Studies in Higher Education, 2004a). The establishment and differentiation of the mission of the three systems brought coordination and order to public higher education in the state (Douglass, 2000).

The Master Plan established coordination among the systems through a Coordinating Council made up of administrators from all systems and appointees from the governor to provide direction and feedback. The Coordinating Council would later be restructured and renamed the California Postsecondary Education Commission in 1972 (Center for the Studies in Higher Education, 2004a). The state colleges had previously been under the direction of the State Board of Education which many felt had ignored the state colleges and focused more on K-12 issues (Douglass, 2000). With the new plan, a new California State College Board of Trustees was established to give state colleges an autonomy that they did not have before, although they would still remain connected to the state legislature which continued to provide funding.

Most importantly the plan finally established a clear mandate that all three systems would follow in order to better serve college students. The community colleges would offer associate degrees, provide preparation for transfer to state colleges and the UC system, and have open admissions for all high school students. The state colleges would offer bachelor's and master's degrees and would admit the top 33% of high school graduates. Finally the UC system would be the top tier system that would offer bachelor's, master's, professional, and doctorate degrees and would admit the top 12.5% of high school graduates (Center for the Studies in Higher Education, 2004a). The greatest challenges to higher education in the state today were not foreseen by the plan creators, and they would struggle with these challenges for the next 50 years. Douglass (2000) states:

While California has long been the home of a number of minority groups, in the 1950s it was largely a bastion of white Americans who made up nearly 85% of the state's population. In 1960, inequities related to race were not fully recognized. Nor did the plan take into account the uneven quality of the state's system of secondary schools and of high school academic advising, which, in subsequent years, has become significant. The largest hindrances to access, the authors of the Master Plan presumed, were economic and geographic factors. (p. 321)

The master plan would continue to undergo changes and revisions in the next 50 years to try to account for the challenges, but the main structure as first developed would not change (Center for the Studies in Higher Education, 2004b). The first review of the Master Plan occurred in 1966, providing a five year analysis of how the original plan was

progressing. While there were concerns for an underestimation of the enrollment growth the three educational systems were experiencing, little attention was given to ethnicity or demographic issues that were already starting to develop (Coordinating Council for Higher Education, 1966).

The state legislature in the early 1970s finally began to look at revisions to the master plan to address the changing demographics of the state. The U.S. Census Bureau would not begin identifying the ethnicity of Latinos in its census data until 1980 but the 1973 Report of the Joint Committee on the Master Plan for Higher Education cited the fact that while 22.9% of the state's population was composed of blacks, Mexican Americans, or Native Americans, only 17.5% of them enrolled in community colleges, 11.9% in the state college system, and 10.6% in the UC system (California Legislature, 1973). The educational attainment gap of minorities would continue to be one of the biggest challenges of higher education in the state. While the intent of the report was to attempt to match by 1980 the ethnic, sexual and economic composition of high school graduates, legislators did not anticipate a need to review the transfer function of the plan as well, in order to try to achieve their goals (California Legislature, 1973).

During the 1980s subsequent joint committee reports on the master plan finally began to address both current demographic changes to the state along with the transfer problems they were beginning to experience. By 1980 the Latino population was 19% of the population of California (U.S. Census Bureau, 2008b). Still, as shown in the figure below, Latino students only made up 9% of higher education enrollment and only 5% of bachelor degrees awarded in 1980. The Latino educational attainment rate when

compared to the white population which was at 63% across the board shows the large gap that Latinos faced, a gap that was heavily influenced by the transfer process in California.

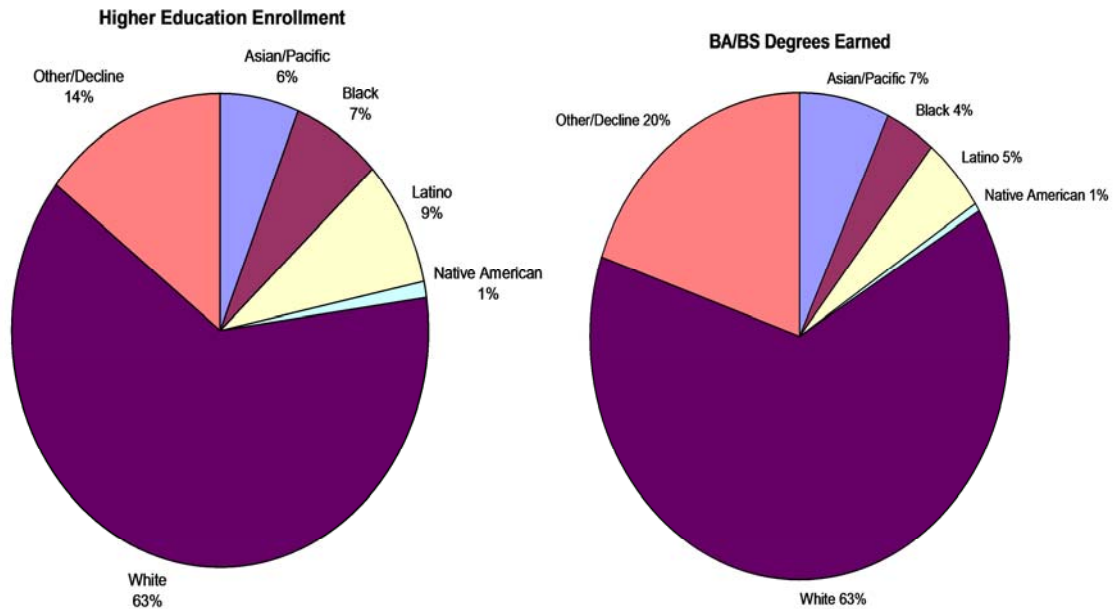


Figure 2. California in 1980. Higher education enrollment and degree completion in the State of California in 1980. Data from California Postsecondary Education Commission.

In California it was clear that degree attainment was integrally connected to the transfer process on which the Master Plan was built. Providing cheap and affordable education at the lower division level with the intent to transfer to CSU and UC campuses was the heart of the master plan, however transfer rates began to decline (Joint Committee for Review of the Master Plan for Higher Education, 1989). The state responded to the falling transfer rates in the 1980s by focusing on community college improvements to its transfer function, including expansion of advising and programs designed to address student equity issues of access and opportunities (Joint Committee for Review of the Master Plan for Higher Education, 1989).

During the early 1990s the State of California experienced a recession which affected funding in higher education (Center for the Studies in Higher Education, 2004b). Several studies were produced by the state legislature and the RAND Corporation but other than concluding that cutting funding affected student access no major changes were implemented. By 1990 the State of California continued to see an increase in the Latino population which now accounted for 26% of the state population (U.S. Census Bureau, 2008b). However, as shown in the figure below, the educational attainment gap was still large as Latinos only accounted for 14% of higher education enrollment and worse, only accounted for 8% of the bachelor degrees earned in 1990. Other population groups maintained the same ratio of enrollment to degrees earned or even surpassed it.

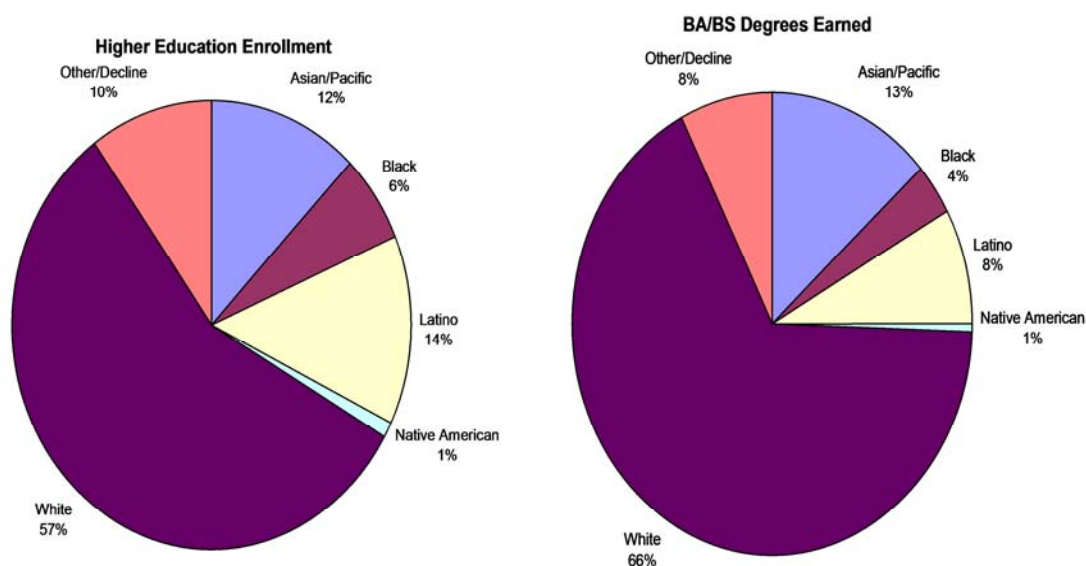


Figure 3. California in 1990. Higher education enrollment and degree completion in the State of California in 1990. Data from California Postsecondary Education Commission.

By 2000, California demographics and higher education enrollment were both changing rapidly. Because of the population increase, many more students were beginning to enroll in higher education. Latinos were becoming a substantial portion of the population of California not only in the general population but were now making

sizeable advances in higher education enrollment. Latinos now comprised 1/3 of the entire population in California (U.S. Census Bureau, 2006). But educational attainment rates continued to lag behind other population groups. As shown in the figure below, Latinos now accounted for 23% of higher education enrollment, but only accounted for 16% of the degrees earned in 2000. Once again, the ratio of higher education enrollment to degrees earned was even or better among other population groups. Because Latino transfer rates were still low, the increase of higher education enrollment for Latinos did not translate to a closing of the educational attainment gap as well.

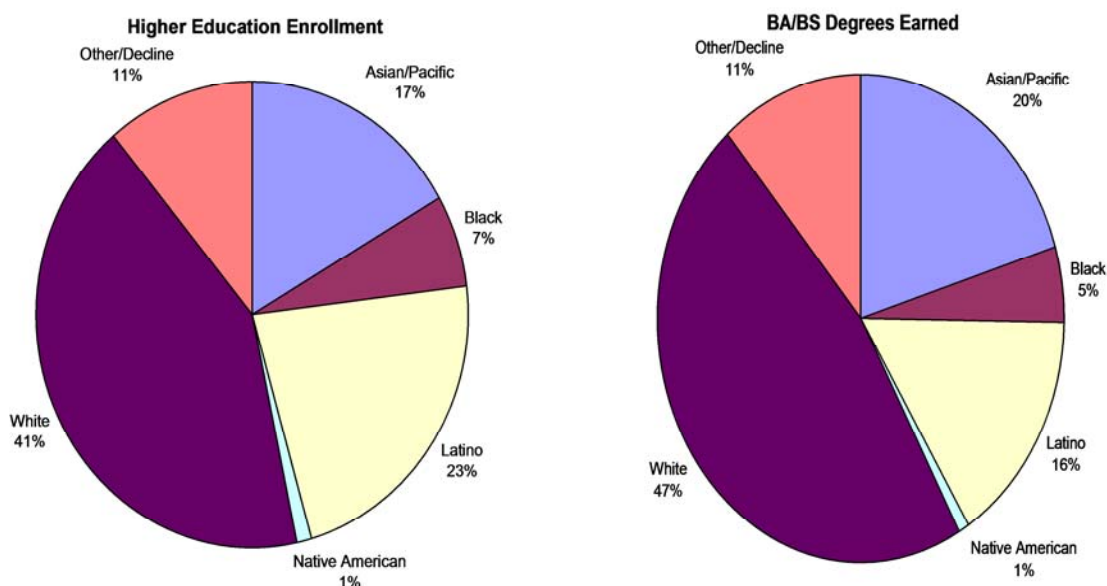


Figure 4. California in 2000. Higher education enrollment and degree completion in the State of California in 2000. Data from California Postsecondary Education Commission.

By the early 21st century, the state legislature continued to focus on the heart of the Master Plan which called for a 60-40 ratio of upper division students to lower division students at four-year institutions which pushed a majority of new students to community colleges to prepare them for transfer to a CSU or UC. It urged greater attention to the transfer of students from community colleges to four-year institutions

through the use of guaranteed admission programs (Academic Planning Programs and Coordination Department, 2004). As shown earlier, however, programs and mandates had been in place since the mid-1980s with few results. As the 21st century continues into its second decade it has become evident that the California Master Plan for Higher Education continues to face challenges related to fiscal and demographic challenges that directly affect Latino college students who depend on the transfer pipeline.

Need for the Study

The clogged transfer pipeline has direct implications for the success not only the of Latino population but for the future of California. The direct result of low transfer rates has been that most Latinos who enroll in higher education do not graduate with a bachelor's degree. Thus despite an increase in higher education for Latinos, it has not translated into high graduation rates from four-year institutions. Solorzano, Villalpando, and Oseguera (2005) concluded the same:

Without appropriate retention efforts, our data show that graduates rates among Latinas/os at 2- and 4- year institutions will remain the weakest among all major racial/ethnic groups in the United States. The most important point with respect to their baccalaureate degree attainment is that although their absolute numbers may have increased slightly in the past decade this increase is entirely attributable to the increase in the college age population and enrollment of Latina/o college students. In other words, the increase in their attainment of a bachelor's degree is not proportional to the increase in their college aged population. (pp. 286-287)

Unclogging the transfer pipeline for Latinos is even more critical when looking at estimates of the future population in California. If current education trends continue at the same pace, Latinos will also make up a sizeable portion of higher education enrollment but will continue to lag behind in degree completion. Low degree completion rates have significant economic ramifications for the state if a majority of the population is not educated enough to contribute at higher levels in the workforce. As shown in the figure below, by 2050 Latinos will make up a majority 52% of the state population.

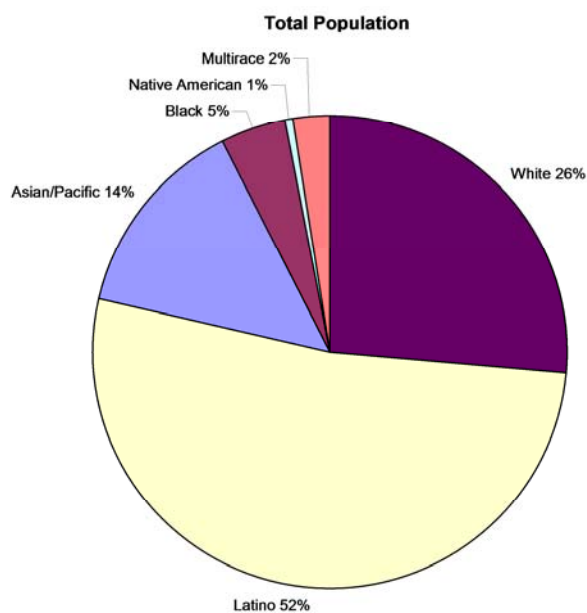


Figure 5. Estimated population for California, 2050. Data from California Department of Finance.

The trends and statistics presented make it critical to study the transfer pipeline for Latino students. This study contributes to Latino transfer student research. Although institutional factors are emphasized in this study, both individual and environmental factors are also examined to deliver a complete picture of the transfer factors that Latino students experience. Research has shown that all three factors play a role in affecting the transfer process for Latino students. Which particular factor plays the larger role has not

been established. In addition, no studies have gauged the perceptions that both Latino students and higher education administrators hold on transfer factors. Measuring and comparing the perceptions of both Latino transfer students and administrators, two populations most involved in the transfer process, helps clarify where gaps exist in the transfer pipeline.

Purpose of the Study

The purpose of the study was to investigate perceptions on institutional, environmental, and individual factors that affect the transfer admissions process of Latino students from California Community Colleges to the California State University system. The study utilized a mixed methods research design that included a dual survey and follow-up interviews with Latino transfer students and college administrators from both community colleges and the CSU system. The study attempted not only to gauge which transfer factors had the most effect on the transfer process but also studied the difference and similarities in perceptions that transfer students and administrators had about those transfer factors.

Research Questions

The following research questions were examined:

1. What factors do Latino transfer students perceive to be the most and least influential on the transfer process from a community college to a California State University campus?
2. What factors do college administrators perceive to be the most and least influential on the transfer process for Latino students from a community college to a California State University campus?

3. To what extent do college administrator perceptions of the transfer process correlate with Latino transfer student perceptions?
4. To what extent do California State University administrator perceptions on the transfer process correlate with community college administrator perceptions?

Theoretical Rationale

While there are several theories that address minorities and their lack of educational attainment in higher education, critical race theory (CRT), as applied in the field of education, encompasses several factors that are found in all aspects of the transfer process (Iverson, 2007; Ladson-Billings & Tate, 1995; Patton, McEwen, Rendon, & Howard-Hamilton, 2007; Solorzano et al., 2005). The theoretical framework for the study used the lens of CRT in examining the following components of the transfer process: higher education organizations, faculty and administrators, and minority students. The study generated results that showed differences and similarities in the perceptions of Latino transfer students and administrators about the transfer process. CRT theory was used to analyze the data collected in the study and was also applied to the overall recommendations and implications from the study.

Higher Education Organizations and CRT

Critical race theory postulates that race plays an important role in how power and privilege are perpetuated in institutions that serve the dominant population such as higher education institutions (Iverson, 2007; Ladson-Billings & Tate, 1995; Patton et al., 2007; Solorzano et al., 2005). Organizations thus directly affect the access and opportunities given to minorities in higher education (Patton et al., 2007). Higher education

organizations, because of their historical backgrounds, are especially prone to having built in disadvantages for minority students (Patton et al., 2007).

CRT began in the legal field as a theory to explain how racism continues to play a role in the legal arena, providing a direct challenge to the notion that the law is colorblind and applied equally (Villalpando, 2004). In the mid-1990s scholars began to look at how CRT could be applied to education. Ladson-Billings and Tate (1995) were the first to introduce the theory to education and developed the following three tenets of CRT in education:

1. Race continues to be a significant factor in determining inequity in the U.S.
2. U.S. society is based on property rights.
3. The intersection of race and property creates an analytical tool through which inequities can be understood. (Patton et al., 2007, p. 44)

The first tenet is one of the most critical as it lays the foundation for the entire argument for CRT. Race continues to be a factor in organizations, especially those in education, in establishing inequity among student populations (Ladson-Billings & Tate, 1995; Patton et al., 2007; Villalpando, 2004). The direct result can lead to an unwelcome campus climate that affects minority students (Yosso, 2006). An unwelcome campus climate can take shape in many forms such as curriculum focused on singular viewpoints, lack of minority representation in faculty and administration, and verbal assaults through discrimination and stereotyping (Yosso, 2006).

The result is a marginalization of minority students keeping them in a perpetual state of being outsiders (Yosso, 2006). Iverson (2007) best illustrates the point in her analysis of 21 diversity actions plans found in 20 land grant universities in the United

States. Iverson (2007) found that the diversity action plans, while well intentioned, contained language, assumptions, imagery, and dominant thinking ideology that firmly placed minorities as outsiders in institutions that debated how best to include them.

The second tenet, that American society is built on property rights controlled by the dominant population, affects higher education organizations in many ways as well. In many institutions, the dominant population of faculty and administrators continue to be white and still control an institution's curriculum, policies, and power (Iverson, 2007; Patton et al., 2007). The second tenet of CRT asserts that since "property", in this case power, is controlled by the dominant population, they can in turn dictate how much of this power can be shared and how minority populations must operate to be successful in organizations "owned" by the dominant population (Ladson-Billings & Tate, 1995).

The third tenet establishes the following premise for studying higher education organizations with a CRT lens: race continues to play a role in organizations (Ladson-Billings & Tate, 1995) and because the power of organizations lies in the dominant population, they in turn set policies, procedures, and standards that the minority population must meet in order to be successful (Yosso, 2006). Understanding the first two tenets establishes how analyzing organizations can be done through CRT. Solorzano et al. (2005) states, "A CRT framework is useful in theorizing and examining the ways in which race and racism affect the structures, practices, and discourses within higher education by, for example, pointing to the contradictory ways in which universities operate with their potential to oppress and marginalize while also emancipating and empowering" (p. 276).

CRT in higher education asserts that minority students have inherent disadvantages in higher education organizations (Yosso, 2006). Examples of disadvantages include the inability to navigate through higher education systems and processes not built with minority students' needs, lack of adaptation to the cultural environment on campuses, and inability to adapt to expectations and standards of speech and behavior established by the dominant population (Patton et al., 2007; Yosso, 2006). The descriptions of the tenets and elements of CRT in higher education institutions made CRT an appropriate analytical tool for analyzing the institutional structures and programs in the transfer process.

Direct application of CRT to this study included an analysis of the data results to see patterns of race and power in higher education organizations hindering the process of Latino transfer students. Patterns were identified through instances of institutional factors hindering Latino transfer students. The quantitative data alone could not show CRT patterns, but if quantitative results showed that institutional factors had a significant effect then follow-up qualitative data through interviews with students could shed light if the CRT institutional theme was prevalent. Absence of the CRT institutional theme in the data was noted as well if the results did not support the theory.

Faculty/Administrators and CRT

Along with institutional barriers there are also two direct human components that identified by CRT. The first tenet of CRT, that race is central in any organization, helps to illuminate deficit thinking by faculty and administrators in higher education (Valencia, 1997). Deficit thinking refers to preconceived stereotypical views or lowered expectations of minority students' ability or behavior (Ornelas & Solorzano, 2004). The

harmful view can then have negative effects about minority students' chances of succeeding (Valencia, 1997). Deficit thinking demonstrates how faculty and administrators with negative attitudes and stereotypical views on minorities can directly contribute to a student's low performance (Garcia & Guerra, 2004; Valencia, 1997). As a result of a lowered expectation, minority students ultimately fail or achieve a lowered expectation that has been set by people with power to affect a student's success (Garcia & Guerra, 2004).

Valencia's (1997) work shows how the deficit thinking model has progressed over the years from blatant racism, to the use of pseudo-scientific data to try prove differences among population groups, to subtle and subversive methods found in institutions today. Valencia (1997) demonstrates how, despite social progress, deficit thinking can still linger in educators and administrators despite their best intentions, even if they do not consider themselves prejudiced or racist. In many cases of deficit thinking, the people involved may not even know they are employing deficit thinking. Unfortunately, programs to help faculty and administrators recognize deficiencies are not commonly found (Garcia & Guerra, 2004).

Direct application of deficit thinking is found in the transfer process in three specific settings: faculty advice and interaction with minority students, student counseling by staff, and policy building by administrators (Ornelas & Solorzano, 2004; Valadez, 1993). Faculty can have a large influence on transfer students as they attempt to make the transition to four-year institutions (Valadez, 1993). If faculty have preconceived or rigid views on Latino students then the interactions may be harmful. Examples are found in Valadez's (1993) and Ornelas and Solorzano's (2004) qualitative

studies in which faculty demonstrated behavior, attitudes, and lowered expectations towards the minority population in community colleges that was contrary to the higher expectations that the students demonstrated.

Administrators both at the lower and higher levels of an organization's hierarchy can also have direct and indirect negative effects on students through deficit thinking (Ornelas & Solorzano, 2004). Lower level administrators interact with students to offer advice on transferring and lowered expectations of success can have detrimental effects. Ornelas and Solorzano's (2004) work provides examples of interviews with transfer counselors who attributed Latino lack of success to their culture or lack of commitment to success. Finally, higher level administrators who set policy and direction at higher education institutions must have accurate views on Latino students in order to make correct policy decisions affecting them (Ornelas & Solorzano, 2004; Valadez, 1993). Both Valadez (1993) and Ornelas and Solorzano (2004) provided examples of higher level administrators lacking a clear understanding of their minority students, including expecting less from them.

Direct application of deficit thinking in this study included an analysis of the data to identify patterns of deficit thinking in hindering the process of Latino transfer students. This occurred if the data showed that administrators showed negative effects in the Latino personal experiences section of their survey. The quantitative data alone could not show this thinking but if the quantitative results showed that administrators had negative personal effects on Latino individual factors then follow-up qualitative data through interviews with administrators would help to shed light if deficit thinking was prevalent.

The absence of negative effects in administrators for Latino individual factors in the data was noted as well when that was found.

Minority Transfer Students and CRT

Another human component of CRT can be applied to transfer minority students as they use cultural capital to progress through the obstacles and roadblocks that organizations build. Cultural capital in CRT takes the form of the social knowledge needed in order to successfully navigate through any organization's system (Alexander, Garcia, Gonzalez, Grimes, & O'Brien, 2007; Valadez, 1993; Yosso, 2005). The problem occurs when the social knowledge that is needed to be successful is established by dominant culture which many minority students have trouble understanding (Yosso, 2005).

Lack of cultural capital is a direct reference to the second CRT tenet of American society built on property rights which are controlled by the dominant culture (Valadez, 1993). As described earlier, CRT postulates that the dominant population holds power in organizations. Successful navigation through these systems requires social knowledge that is developed by the same dominant population (Yosso, 2005). The cultural capital needed to navigate in these organizations is then more difficult for minority populations when they are not members of the dominant population that built the organizations with only their own needs in mind (Deil-Amen & Rosenbaum, 2003).

Lack of cultural capital has direct applications in higher education where minority students must possess certain levels of social and cultural knowledge of how universities work in order to succeed. Valadez (1993) and Deil-Amen and Rosenbaum (2003) apply cultural capital in their work with non-traditional (e.g. minorities and immigrants)

students. Valadez (1993) found in his qualitative study that non-traditional college students had a more difficult adjustment to community colleges because of their lack of adaptation to a college's rules and processes. Deil-Amen and Rosenbaum (2003) in their mixed methods study showed how institutions established bureaucratic challenges that students had to go through in a community college that affected their chances of success. Bureaucratic hurdles included minority students experiencing poor staff advice, lack of faculty interaction, confusing policies, and complex requirements.

Minority students that possess low cultural capital are at a disadvantage over the dominant population when navigating in higher education organizations (Deil-Amen & Rosenbaum, 2003; Valadez, 1993). Higher education organizations especially require cultural capital, as students are expected to navigate through a bureaucratic system and deal with faculty and administrator expectations and culture (Yosso, 2005).

Direct application of cultural capital in this study included an analysis of the data results to see patterns where a lack of cultural capital played a role in hindering the process of Latino transfer students. This occurred if the data showed that transfer students showed negative effects in the institutional sections of the survey. The quantitative data alone could not lead to this conclusion but if the quantitative results showed that students had negative personal effects on the institutional factors then follow-up qualitative data through interviews with students could show the effects of a lack of cultural capital due to the student's lack of knowledge of the process, or if larger institutional CRT themes described earlier were in evidence. The absence of cultural capital in the data was noted as well if no evidence of problems with low cultural capital were found.

CRT was an appropriate theory for examining all aspects of the transfer process for Latino students. It could help to examine the institutional effect of the transfer process on Latino transfer students by examining the institution's structure built on race and power. It could also help to shed light on the two human components of the transfer process: administrators and the possible existence of deficit thinking and minority students and their possible lack of cultural capital. The data results might have shown full, partial, or no existence of CRT. CRT was the best tool to help explain some of the results that occurred in the quantitative study that were then used as a guide in the follow-up qualitative study.

Limitations

The generalizations and methodology used in the study also limit the study. While the study could easily be expanded to include other areas of California that have CSU campuses, the study was limited in its applicability to other systems such as the University of California, private higher education institutions, or out-of-state universities. The University of California and private institutions generally have more stringent requirements for transfer admissions than the CSU, so the specific topics covered in institutional program and barriers studies were not applicable. More stringent admission requirements have the effect of changing the specific population being studied. Higher grade point averages are generally required for transferring to the University of California and private institutions, so the effects of transfer barriers would be different.

Out-of-state colleges might also have different organizational structures for transfer students that would not be applicable to this study. Because of the specific relationship between community colleges and California State Universities outlined in the

California master plan, transfer admissions from community colleges in other states or transfer admissions from one four-year institution to another would not be applicable towards the study.

Finally, the research on the populations studied was conducted during the summer months when typically arranging interviews with students and administrators is difficult. The students and administrators that participated in the interviews were especially willing to help arrange interview times. This might have led to gathering data from a population that was more motivated and passionate about the transfer process than a standard sample of students or administrators.

However, after taking limitations into account, the study, on a conceptual level, could easily be adapted to other systems, populations, or other regions in the country. The core of the study, a cross comparison of student and administrator perceptions, is very valuable when studying problem areas in higher education.

Significance

This study adds to the direct educational practice of improving transfer rates among Latinos. The literature review will show how most of the studies on the transfer process concentrated on either individual, institutional, or environmental factors but rarely examined all factors. This dissertation study gathered complete data on perceptions that administrators and students had on the entire transfer process. It is hoped that administrators can directly compare and modify their own transfer processes in their own institutions after examining this data and noting areas that needed improvement or were showing success.

The study also adds to the overall research on Latino higher education by closely examining the transfer process which is a key pipeline that a majority of Latinos attempt to move through. Perceptions of the transfer process were examined in all key areas that the literature had identified as influential. Analyzing the differences and similarities of students and administrators, two important populations, added to the research of Latino higher education that was previously not available. The literature review will show that conducting this particular type of research is not part of the current research on Latino transfer students. This study fills gaps in the research of Latino transfer students by examining perceptions and comparing them to administrators. The data will further distinguish which factors influence the transfer process and how gaps and similarities between both populations contribute to the transfer process for Latino students.

Definition of Terms

Administrator refers to non-faculty higher education staff. They help run programs related to advising and admissions. Administrators work in areas such as outreach, counseling and advising, and admissions. They enforce and sometimes develop university policies and work with transfer students. Administrator perceptions are valuable to measure since they influence and affect transfer students in day to day dealings, and administrators develop policies and programs that make up a large part of the transfer pipeline.

Educational attainment refers to the ratio of people with a degree in higher education to the overall population of a selected group over the age of 25. Educational attainment rates are similar to graduation rates but rather than measuring degree completion among a cohort or an institution, educational attainment rates measure degree

completion among an entire population over the age of 25 resulting in data that can be applied on a broader scale. The U.S. Census Bureau measures educational attainment rates in their population surveys (U.S. Census Bureau, 2008b).

Educational attainment gap refers to the difference between educational attainment rates among population groups. Typically, the educational attainment gap for minorities has been measured against the white population even though the Asian population has the highest educational attainment rate in the United States (U.S. Census Bureau, 2008b).

Environmental factor relates to issues that affect the transfer process that are not directly influenced or caused by either the transfer student or how an organization is structured or run. The study used cost and location of a school, school cultural environment, and family support system to examine environmental factors. The environmental sub-themes were defined and explained in the literature review. Perceptions on environmental factors were measured in the study.

Four-year institution are colleges or universities that offer bachelor's degrees and higher. They accept both freshman and transfer students in their admission cycles. Public four-year institutions in California have a mandated 60-40 ratio of upper division students (Junior and Seniors) to lower division students (Freshman and Sophomores) that they must admit (Douglass, 2000). The result is more first-time freshman being pushed to community colleges. The transfer students that were studied all transferred to public four-year institutions.

Individual factor relates to issues that affect the transfer process that are directly caused and influenced by the transfer student. The study used individual drive, transfer

intent, academic preparation, and understanding of the system to examine individual factors. The individual sub-themes were defined and explained in the literature review. Perceptions on individual factors were measured in the study.

Institutional factor relates to issues that affect the transfer process that are directly influenced by how the university or community college is structured, organized, or operated. The study used institutional commitment, articulation, faculty advising, and shared responsibility to examine institutional factors. The institutional sub-themes were defined and explained in the literature review. Perceptions on institutional factors were measured in the study.

Latinos are defined by the U.S. Census Bureau as individuals “who trace their origin or descent to Mexico, Puerto Rico, Cuba, Spanish speaking Central and South America countries, and other Spanish cultures” (U.S. Census Bureau, 2008a). The use of the term Latino will be used to mean both male and female. A majority of the Latino transfer students in the study were of Mexican descent with varying degrees of generational status in the United States.

Transfer factor relates to issues that affect the transfer process and encompass institutional, environmental, and individual factors. They can have positive or negative effects on both transfer students and institutions.

Transfer process encompasses all of the steps that transfer students must take in order to successfully move from a community college to a four-year institution. The transfer process includes steps taken during their time at a community college including course completion and advising in order to prepare for transfer. It also includes steps

taken during the time between institutions which includes applying and being admitted to a four-year institution.

Transfer student refers to college undergraduates who either intend to or have fulfilled the requirements to successfully matriculate from a community college to a four-year institution. In the California State University system, the requirements for a transfer student to attend a CSU campus means having at least 60 semester units, having a minimum grade point average (GPA) of 2.0, and fulfilling four of the general education foundation courses (The California State University, 2009).

Summary

The study measured the differences or similarities in perceptions of both Latino transfer students and college administrators on the transfer process. The focus of the study were three transfer factors: individual, environmental, and institutional. The literature review focused on a variety of research on each of the transfer factors and the sub-themes that have been explored in past studies. A review of previous research highlighted various methodologies used and populations studied. A lack of studies on perceptions of students and administrators was found. The methodology of the study was created to answer research questions to measure and compare perceptions of Latino students and administrators on the transfer process at various points along the transfer pipeline. The analysis of the data discovered critical areas needing further exploration using critical race theory as a lens. Finally, specific areas were identified that required further study. Recommendations for future research and practical implications of the results were proposed for the transfer process and for research on Latino higher education.

CHAPTER II: REVIEW OF LITERATURE

Introduction

Research studies have examined the reasons for the under representation of Latinos with higher education degrees. Low educational attainment rates for Latinos often occur because of the problems in the educational pipeline from community colleges to four-year institutions, where a majority of Latinos begin their higher education (CPEC, 2007a; Fry, 2002; Martinez & Fernandez, 2004). The problems with the Latino transfer pipeline result in a low rate of transfer from community colleges to four-year institutions which then affects degree completion (Cohen, 1996; Fry, 2002; Martinez & Fernandez, 2004). The literature review centered on research and studies on the Latino transfer pipeline and the factors that directly affect Latino students and higher education institutions during the transfer process.

Only about 10% of the total population of Latinos in community colleges transfer to a four-year institution (Ornelas & Solorzano, 2004). Research on Latino students has been plentiful. Multiple reasons for the under representation of Latinos successfully making it through the transfer pipeline have been proposed. In order to better show the complexity of the problem, the literature review focused on the following areas that have been identified in the research as contributing to the low transfer rate for Latinos: institutional, environmental, and individual factors. The research showed all of the areas affect the transfer process for Latino students, and all were major features in this study. First, a review of the literature on Latino student demographics will describe what the average Latino experiences in the transfer pipeline and how transfer factors affect them.

Latinos in the Transfer Process Pipeline

Latinos make up a significant and rising population in the age group of young California. They are the largest group in each of the age groups up to 35, including key groups such as K-12 school age, college age, and the early entrant labor force populations (Chapa & Schink, 2006). Fry (2003) shows that the increased population also shows up in the higher education enrollment of Latinos. More than 10% of all Latino high school graduates enroll in higher education at some level, placing Latinos second only to Asians (Fry, 2002). Fry's (2002) main contention is that the increased Latino enrollment is not translating to an increased educational attainment of bachelor's degrees, however, which indicates that Latinos are being stopped once they are in the higher education pipeline at higher levels than other population groups.

Part of the reason for the shortfall is explained by the fact that the average Latino college student is part-time, of non-traditional age, and community college enrollees, all of which puts them in groups that are less likely to receive college degrees (Cohen & Brawer, 2003; Cuseo, 1998; Dougherty, 1994; Fry, 2002). According to Fry (2003) only 75% of Latino college age students attend full time compared to 85% of white students. Both Fry (2002) and Dougherty (1994) show that part-time attendance reduces the chances of students graduating with a bachelor's degree.

Another negative factor is that a lower percentage of Latino students are of traditional college age. Fry (2003) shows that only 35% of Latino aged 18 to 24 attend college compared to 46% for whites. Again Dougherty (1994) and Fry (2003) show that older students, because of external influences, have a more difficult time receiving their bachelor's degree than do younger students. Individual characteristics of Latino transfer

students show that many of them stay longer in community colleges and are thus older, have historically low socio-economic levels, and lack adequate high school preparation all of which makes them less likely to succeed as a transfer student (Fry, 2002).

Finally, Latino students overwhelmingly choose to attend community colleges rather than four-year institutions (Kurlaender, 2006). Kurlaender (2006) showed through the use of longitudinal data that despite several indicators being held constant, Latinos chose to attend community colleges over other groups of similar backgrounds. He showed that Latinos who had similar socioeconomic backgrounds, academic backgrounds, and degree objectives to other student populations preferred to attend community college at a higher rate than other groups (Kurlaender, 2006). Kurlaender (2006) showed that in 1992, 35.1% of Latinos who graduated from high school attended a community college compared to 27.6% for whites and 19.5% for blacks.

In addition to the demographics that negatively affect their transfer chances, Latinos must also deal with the transfer factors that they experience once in the transfer pipeline. Transfer pipeline studies can be classified as either looking at individual factors that influence a student's ability to successfully transfer, environmental factors which neither the student nor the institution influence, or institutional factors that impact students and are directly controlled by how institutions are structured or run. The review focused on several studies that touch on all three factors in order to show how all three areas act and how all are key factors that influence the transfer process for Latino students.

Individual Factors

Individual characteristics of transfer students are often cited in the research as one of the explanations for Latino performance in the higher education pipeline (Brawer, 1995; Nora, 1987; Suarez, 2003). Research indicates that certain characteristics do play a role in how Latinos progress in higher education. The characteristics that have been studied include academic preparation, personal drive and goals, understanding of the higher education system, and transfer intention. How much effect individual characteristics have on the transfer rates of Latino students varies but the literature shows individual characteristics are prevalent when studying Latino transfer rates.

Academic Preparation

One of the most cited studies on transfer students is Brawer's (1995) study of 14 community colleges in California, Illinois, New York, Texas, and Washington. In this comprehensive study, three types of surveys were given to 118 administrators, 244 faculty and 4695 students asking community college and transfer questions on background, preparation, and courses taken. Results showed that students who had adequate math and reading high school preparation were more likely to transfer (Brawer, 1995). Specifically using Latino students, a study by Kraemer (1995) was done with 277 Latino students who were given post-graduation surveys after completing a two-year program at a private junior college in Illinois. The survey attempted to measure several individual and environmental characteristics that contributed to the student's transfer behavior. Kraemer's (1995) results indicated that the student's academic preparation correlated strongly with Latino transfer behavior. Finally, the Transfer and Retention of Urban Community College Students Project (TRUCCS) gathered both transcript and

survey data from 4333 transfer students in nine community colleges in the Los Angeles Community College District. A regression analysis of the data from TRUCCS showed that Latino student's academic preparation was one of the major factors in transfer success (Castro, 2006).

Conversely, a lack of academic preparation has been shown as a hindrance for Latino students. An ethnographic study conducted in Texas with 12 Latino students identified 12 barriers that Latino students experienced in their transfer path towards a four-year institution (Alexander et al., 2007). One of the barriers was inadequate high school preparation which resulted in Latino students enrolling in more remedial courses. In other studies remedial course have been shown to delay and restrict eventual transfer (Alexander et al., 2007). The California Community College Chancellor's Office (CCCCO) (2002) conducted a report where all transfer center directors in the 108 community colleges in California were required to submit a report on the barriers they perceived for California transfer students. While citing numerous perceived factors, the primary factor cited by transfer center directors was the lack of academic skills and preparation students brought to a community college (CCCCO, 2002).

Personal Drive and Goals

The level of a student's personal drive and goals and how they affect academic success has been examined. Alexander et al. (2007) performed an ethnographic study on Latino students and identified a student's weak attitude towards higher education as a hindrance for transferring. Alexander et al. (2007) showed that Latino students without the goal of continuing in higher education were less likely to transfer. Nora's (1987) study on over 1700 Latino students in South Texas conversely proved that the student's

strong initial goal commitment was the biggest determination in retaining students in community colleges.

Suarez (2003) took the personal drive factor even further in her qualitative study of students, faculty, and administrators in both a community college and a state university in California. Suarez's (2003) case study showed that Latino students used the individual, institutional, and environmental hindrances that they faced as personal motivators in their effort to transfer. Personal drive factors also showed up as a key motivator in successful Latino students in the TRUCCS study discussed earlier (Castro, 2006).

Personal drive and academic preparation have been shown to be strong individual indicators for Latino transfer students. Suarez (2003), Nora (1987), and Castro (2006) all show cross relationships between how student's personal drive and goals affect their academic preparation and, in turn, determine the outcome of their transfer success.

Transfer Intention

An individual factor closely associated with personal drive for Latino students is their transfer intention. A student's initial intent to transfer from the very beginning drives many of the individual factors that were also discussed. Kraemer's (1995) study discussed earlier not only indicated academic preparation as a major indicator but the initial transfer intention of the student affected whether they would have success in their transfer to a four-year university. Alexander et al. (2007) showed the negative effect of having a lack of transfer intention as the Latino students in their study did not enroll in the transferable college level courses that could have helped them to transfer.

Understanding of System

Latino transfer students also face certain individual factors that adversely affect them more than other groups. Rendon and Valadez (1993) interviewed Latino community college students, faculty, and administrators and identified several indicators for Latino transfer students. One of the major indicators they identified was Latino student's lack of understanding and knowledge of the higher education or transfer process (Rendon & Valadez, 1993). Administrator and counselors provided examples of students having difficulty understanding the application and financial aid process (Rendon & Valadez, 1993). Students had to depend on faculty and administrators to help them out more and this assistance was not always given (Rendon & Valadez, 1993).

Lack of understanding of the system was also noted in the Alexander et al. (2007) study as a key barrier for Latino students. Alexander et al. (2007) expanded this even more and asserted that Latino students did not know of the opportunity that higher education afforded and the long term opportunities that a college education would provide for them. The CCCCO (2002) transfer center report also noted that transfer center directors indicated that the students' lack of understanding of the transfer process was a major hindrance to their success.

In summary, individual transfer factors have a significant influence on whether Latino students will be successful during their transfer process. Latino students must deal with their own personal issues such as intent to transfer, their academic preparation, their drive and goals, and their understanding of the higher education system. Individual factors add to the complexity of factors that many Latino transfer student deal with. This study will further explore how individual factors play a role in the transfer process by

examining the perceptions that Latino students and administrators have on the factors reviewed in the literature. Perceptions of the two populations are not found in the literature when examining individual factors. In addition to individual characteristics, Latino students must also deal with environmental factors that influence them as well.

Environmental Factors

Another important factor affecting Latino students are environmental issues that influence the success or failure of their higher education goals. Environmental factors are circumstances or situations that have the same effect as individual and institutional factors but cannot easily be changed or improved by the student or the institution. They include the support system that students have such as friends and family, the cultural climate that the student faces in both family and school settings, and the cost and location of the schools the students attend. Environmental factors play an important role and interrelate with individual and institutional factors.

Support System

The support system of family and friends that Latinos have to rely on for advice and encouragement plays a significant role in influencing their academic success. Support from family and friends is further influenced by the culture and customs that, in turn, influence the understanding of those family and friends (Rendon & Valadez, 1993). Both Rendon and Velasquez (1993) and Alexander et al. (2007) noted a more pronounced family influence on female Latina students than on male Latino students, lending support to the belief that an attempt to control and influence females is prevalent in Latino culture.

Measuring the influence of family and friends on transfer students has been done by several studies. Gloria, Castellanos, Lopez, and Rosales (2005) conducted a study in which 99 Latino students completed a survey that measured university comfort, social support, and self-beliefs. One of the key findings in the study showed that the support system on which that student relied for encouragement from both family and friends was a strong predictor of their academic non-persistence decisions (Gloria, Castellanos, Lopez, & Rosales, 2005). The research of Nora (1987), Castro (2006) and Suarez (2003), confirmed these findings as well.

School Cultural Environment

The cultural environment and climate that Latinos find in the schools they attend has an effect similar to the student's support system. A negative cultural environment in school can affect Latino's academic success (Rendon & Valadez, 1993). In one community college, Rendon and Velasquez (1993) showed how a lack of cultural understanding by faculty and administrators towards students with diverse backgrounds resulted in a lack of support for the students—an unwelcome environment that influenced other individual factors such as social integration and academic success (Rendon & Valadez, 1993). The study by Gloria et al. (2005) further supported this by indicating that university comfort played a key role in Latino student's persistence along with their social support, a factor that was described earlier. The importance of the institution's environment is also supported by Cepeda's (2003) work, which used the same TRUCCS data that Castro used, to show that the level of ethnic representation in faculty had a positive influence on students with similar backgrounds. Finally, the ethnographic study of Alexander et al. (2007) indicated that students hesitated to transfer from a community

college where they felt socially and culturally comfortable to a more predominately white four-year institution.

Cost and Location

The cost and location of institutions that Latino students attend are important factors at the same level as the other environmental factors discussed. Suarez's (2003) qualitative study identified both cost and location as key indicators that administrators, faculty and students identified as important factors that influenced Latino students. The factors were also noted in the CCCCCO (2002) study on barriers that transfer center directors identified. Finally, both Rendon and Velasquez (1993) and Alexander et al. (2007) showed that financial considerations led to Latino students working more which affected their enrollment status which in turn affected time to degree completion. More importantly, economic considerations affected the specific career and major choices of Latino students, driving them more to easier and quicker vocational tracks and less towards four-year institutions

In summary, environmental factors have a significant influence on how Latino students base their decisions on a variety of issues relating to their higher education career. Their support system which is heavily influenced by family customs and culture, cost and location of the institution, and school culture are all environmental factors that have been shown in the research to influence Latino students. Environmental factors help build the complexity of factors with which the average Latino transfer student in the transfer pipeline must deal. This study will further explore how environmental factors play a role in the transfer process by examining the perceptions that Latino students and administrators have on the factors reviewed in the literature. Perceptions of the two

populations are not found in the literature when examining environmental factors. In addition to environmental and individual factors, Latino students must also deal with institutional factors which play a role in their success as a transfer student.

Institutional Factors

A critical factor that affects Latino students are institutional issues that influence how Latino student progress in the transfer pipeline. Institutional factors are processes and structures that are built and maintained by higher education organizations. Unlike individual and environmental factors, institutional factors can be changed and improved by the institutions themselves.

One of the key studies to first analyze institutional factors was Grubb's study on declining transfer rates. Throughout the 1970s and 1980s community college enrollment began to drop which led to several research studies analyzing the community college problem (Grubb, 1991). Grubb (1991) used two longitudinal studies from 1972 and 1980 to compare the data of students and hypothesized that the transfer decline was because of various small influences which he called, "death by a thousand cuts" (p. 213). He rejected the notion that transfer rates were cyclical and based on employment or population trends. Grubb (1991) asserted that declining trends could be a combination of several factors encompassing both individual and institutional factors such as poor counseling and a shifting of demographics to more female and lower income students. The institutional transfer factors that both community college and four-year institutions share include an institution's commitment to transfer, their articulation and transfer programs, the support offered by faculty and staff, and the shared responsibility for transfer that they have with other institutions.

Institutional Commitment

Institutional commitment refers to the level of institutional support that transfer students receive towards the specific purpose of transferring to a four-year institution. It can take many forms such as funding for counseling, transfer programs, training of faculty on their role in the transfer process, and an overall commitment of the institution towards making transfer an institutional priority. One of the key characteristics of institutional commitment is that it begins at the very top of the institution's hierarchy and filters down to the specific administrators and faculty that work with transfer students. Brawer (1995) noted in her study that institutions with high transfer rates were more likely to be driven by administrators such as directors and presidents who made transfer a priority. This is supported by Pletcher's (2003) study of 10 community colleges in which a community colleges' strong transfer identity was driven by administrators who were in position to make the needed decision on resource allocation that directly affected transfer students. Ornelas and Solorzano (2004) expand on the notion of institutional commitment with their recommendations that establishing a solid transfer culture began with administrators who must provide the necessary funding, leadership and support to transfer programs.

Suarez (2003) showed that both faculty and students indicated that a strong institutional commitment promoted strong transfer outcomes. The benefits of having a strong institutional commitment to transfer is further supported by the studies of Garza (1998) and Banks (1992) which compared high and low transfer community colleges and found that one of the attributes of high transfer rate colleges was a strong institutional identity. On the other hand, the effects of a weak institutional commitment is reflected in

the CCCCCO (2002) study which showed how a lack of transfer priority leads to inadequate staffing, small budgets for transfer programs, and lack of facilities, which directly impacted transfer students. In addition, administrators and faculty in the Ornelas and Solorzano (2004) study identified their institution's weak commitment to the transfer function as a key barrier for Latino students. Institutional commitment also directly affects the specific articulation and transfer programs that are found in community colleges.

Articulation and Transfer Programs

Articulation, which refers to the practice of having formal agreements in which certain community college courses are deemed equivalent to specific courses at four-year institutions, is the primary method that transfer students employ to advance through the transfer pipeline. In addition many community colleges have supporting transfer programs which target specific populations based on ethnicity or socio-economic status to provide specific outreach in assisting students with their transfer goals. Studies on the effectiveness of the programs, however, show that they only marginally increase transfer rates while hindering transfer student rates if the programs are not designed or used effectively by the institution. Several studies support the Brawer (1995) study on community colleges which found that, while having clearly designed articulation agreements was key to assisting transfer students, the overall effect on transfer rates was marginal. The Anderson, Sun, and Alfonso (2006) study also concluded that with other factors held constant, the transfer rates of states with statewide articulation agreements were not significantly different than the transfer rates of states with no articulation agreements.

Other studies show how poorly used articulation agreements hamper transfer students. The CCCCO (2002) study on transfer center directors indicated that students were delayed by a lack of articulation courses on their transcript which indicated they did not know which courses to take. This is further detailed in a study that summarized all of the data from the TRUCCS project and specifically identified the importance of not neglecting transfer and retention programs (Hagedorn, Perrakis, & Maxwell, 2002). The Suarez (2003) study showed that both Latino students and administrators identified the importance of having clear articulation agreements and the availability of transfer programs. The data so far indicates that strong articulation and transfer programs are institutional tools that must be designed and used effectively. Institutions can directly affect transfer students by the programs they establish in both positive and negative outcomes.

Faculty Support and Counseling

The faculty and administrators that work in institutions provide another kind of institutional effect. The human aspect of institutional factors is found in the faculty and counselors that interact with Latino transfer students and directly affects the progress of successfully transferring to a four-year institution. Faculty support and counseling have a strong effect on Latino transfer students, both positive and negative. Suarez (2003) indicated in her study that Latino students identified positive validation and role models by both administrators and faculty as strong indicators of good transfer outcomes. This is supported by Pletcher (2003) whose mixed methodology study also concluded that direct interaction with counselors and advising personnel promoted strong transfer rates.

Brawer (1995) also noted in her study that students tended to transfer more when both administrators and faculty encouraged them.

Conversely, Rendon and Valadez (1993) and Alexander et al. (2007) noted that minimal interaction between faculty and students served as a barrier towards successful transfer. Minimal interaction can be caused by a variety of factors including funding and institutional commitment. This is shown in the CCCCO (2002) transfer center study in which transfer center directors identified training for counselors and inadequate staffing as key factors that affected transfer students. Hagedorn et al. (2002) goes further and indicates that lack of training can lead to counselors giving misleading and inadequate information. Misadvising delays and discourages transfer students who relied on counselors as a source of information on transferring successfully (Hagedorn et al., 2002). Ornelas and Solorzano (2004) identified the issue of faculty having a lack of knowledge on the transfer process as an impediment for Latino transfer students who also relied on faculty for advice or support

Shared Responsibility

Lastly, one of the most important aspects of institutional factors that influence Latino transfer students is establishing a shared responsibility of the transfer process between community colleges and four-year institutions. Suarez (2003) states, “a symbiotic relationship needs to be developed among all segments of education to address the factors have surfaced in this study to facilitate the transfer for a large and growing number of this nation’s Latino population” (p. 114). Both Cuseo (1998) and Pletcher (2003) show that shared responsibility is essential for high transfer rates. Zamani’s (2001) study supported the shared responsibility model by giving specific examples of

how community colleges worked with four-year institutions to address barriers in the transfer process. The examples included having transfer programs, transfer centers, clear articulation agreements, and campus visits by four-year institutions (Zamani, 2001). In another study, Rendon and Valadez (1993) showed how the community college/four-year institution relationship when strained or nonexistent impacted the ability of Latino transfer student to transfer. The CCCCO (2002) study on transfer center directors showed that a lack of visits by four-year institutions to community college campuses and changing admission requirements were impediments to transfer students.

Shared responsibility is one of the key areas that community colleges must establish with four-year institutions in order to promote good transfer rates for Latino students. This along with establishing a clear institutional commitment can lead to strong internal programs such as articulation programs and strong faculty and advising component on which transfer students can rely. The areas outlined make up the institutional factors that the research has shown to have a positive or negative effect on Latino students in the transfer pipeline. In addition to institutional factors, research has shown that the individual and institutional factors described previously interact with one another to varying degrees.

The Influence of Institutional Factors on Individual Factors

The individual factors described earlier show that there are major personal factors that Latino students bring to a community college affecting their eventual success or failure in transferring. It is important to note that individual factors, while important, are further influenced by institutional factors found in the transfer pipeline. Comparing institutional factors with individual factors can be difficult to measure when using certain

types of methodologies. A longitudinal study attempted to measure institutional factors using data from the National Education Longitudinal Study of 1988 (Calcagno, Bailey, Jenkins, Kienzl, & Leinbach, 2008). That study showed that individual characteristics such as academic preparation, intention, and goals were more strongly correlated to graduation than were institutional characteristics (Calcagno et al., 2008). Certain institutional factors could not be measured using by this type of data. Qualitative research was recommended to measure the interaction of institutional and individual factors (Calcagno et al., 2008).

Castro's study using TRUCCS data further expanded the study of institutional and individual factors. The study also showed that institutional factors were not significantly related to a student's success at a community college (Castro, 2006). However, Castro (2006) explained that institutional factors have less of an effect on individuals that have strong individual factors that promote student success. In other words, students with strong individual factors such as high academic preparation, transfer intention, and transfer goals were less affected by weak institutional factors that hinder student success (Castro, 2006). Conversely, institutional factors may affect students with weaker individual factors which may contribute to their attrition and lack of success (Castro, 2006). As a result, individual factors, while strong indicators for student success, are affected by institutional factors when individual factors are particularly weak.

In summary, institutional factors can have a complex affect on Latino students that also depend on a variety of other transfer factors. An institution's commitment to transfer, their articulation and transfer programs, their advising support, and their shared responsibility for transfer have been shown to influence Latino students. Institutional

factors while sometimes overlooked in research are important in how they affect Latino students during their transfer process. This study will further explore the role that institutional factors play in the transfer process by examining the perceptions that Latino students and administrators have on the factors reviewed in the literature. Perceptions of the two populations are not found in the literature that examines institutional factors.

Summary

The review of literature presented the key areas found in the research concerning Latino transfer students. The trend towards more Latinos attending community colleges has caused an under representation of Latino students at four-year institutions because of low transfer rates. The research has shown that there are many reasons for the low transfer rates.

The factors that hinder California Latino transfer students are individual, environmental, and institutional factors and all play a part in affecting the transfer process. Latino students must deal with individual factors such as a lack of preparation, personal drive, and understanding of the system. Environmental influences also have an effect such as their family support system, the school environment and the cost and location of the school. In addition, students must deal with critical institutional considerations. Institutional factors include the institution's commitment to transfer, faculty and staff support, articulation programs, and the amount of shared responsibility with four-year institutions. The research shows that all of the factors play a role in determining the success of Latino transfer students as they progress in the educational pipeline.

Past research in the Latino transfer process has been gathered through a variety of methods including regression analysis on longitudinal studies, qualitative studies, case studies, and analysis of survey data. While other studies have used students, administrators, and faculty, no studies examined the perceptions that transfer students and administrators had on the transfer process that addresses all factors. Most studies about student and administrator perceptions were based on qualitative data using small samples. This dissertation study addressed this gap in Latino student transfer research with a comprehensive mixed methods study using two distinct populations.

This dissertation study employed a cross analysis of large survey data with follow up interviews using both transfer students and administrator from community colleges and four-year institutions. The goal was to demonstrate differences or similarities that students and administrators saw in all of the areas that the literature review covered. This was done in order to get a better understanding of how students and administrators saw the Latino transfer problem and to help identify specific areas for further attention or show areas of particular success. Data on perceptions of two of the most important populations involved in the Latino transfer process will allow researchers and administrators to focus on specific transfer factors to improve the Latino educational pipeline.

CHAPTER III: METHODOLOGY

Despite an increase in population and higher education enrollment for Latinos, their educational attainment rate for a bachelor's degree remains low compared to other population groups (Fry, 2002). Part of the reason can be found in Latinos' preference for community colleges over four-year institutions and the subsequent low transfer rates that occur (Fry, 2003). In order to try to improve Latino transfer rates, the transfer process for Latino students was studied using various methodologies.

A review of the literature review shows that individual, environmental, and institutional factors all play a role in the transfer process. Most studies conclude that all three factors influence transfer rates of Latino students. A comprehensive study of the perceptions that transfer students and administrators have on transfer factors has not been made, however. Studying the perceptions of the two important players in the transfer process will identify areas in the transfer process that need attention and those that are successful. The purpose of the study was to investigate the perceptions that students and administrators have about individual, environmental, and institutional factors that affect the transfer admission process of Latino students from California Community Colleges (CCC) to the California State University (CSU) system.

Research Design

The study used a mixed methods design that included two similar online surveys and follow-up interviews with the two populations most involved in the Latino transfer process: Latino transfer students and college administrators. A mixed methods study using the sequential explanatory strategy as described by Creswell (2003) allowed for the best analysis by first using a large quantitative study and then a subsequent smaller

qualitative study from both populations. The qualitative study was used to help support and validate the larger quantitative study.

First, quantitative data from both populations was collected concurrently using two separate but similar online surveys. Then, a comparison of the survey results was done within and among the two populations. After the data were collected and analyzed, follow-up questions and issues raised by the results were explored through the use of qualitative data which were collected from both populations by conducting individual interviews with volunteers from both populations who took the online surveys.

Populations

The first population studied was Latino transfer students who successfully transferred from the CCC system to the CSU system during the fall of 2009. Because of the decentralized nature of the CSU system, gathering the contact information of Latino transfer students from all 23 CSU campuses was not realistic. Therefore the sampling frame of the Latino transfer population was new Latino transfer students from three CSU campuses in the California Central Valley who started in the fall of 2009.

Permission and assistance from the appropriate administration officials in each of the three CSU campuses was received to use Latino transfer student information which included receiving appropriate Institutional Review Board (IRB) approval from all three CSU campuses. The three CSU campuses selected were Fresno, Bakersfield and Stanislaus. The location of the CSU campuses in one of the most populous Latino regions of California was a factor in their selection. The Central Valley has a heavy Latino population and the selected sample size of Latino transfer students represented close to 10% of the total Latino transfer population to the CSU system for a normal fall

semester (CPEC, 2008). There were 993 Latino students who transferred to the selected three CSU campuses during the fall of 2009 that could have completed the online survey. Latino transfer students in the selected sample size recently completed the transfer process and could best provide insight into the individual, environmental, and institutional factors that affected their transfer to a four-year institution.

The second population studied were both CCC and CSU administrators who interact with transfer students in their daily job responsibilities. Administrators included outreach counselors, admissions staff, and community college counselors. Outreach counselors work in both community college and four-year institutions. Their main responsibilities include promoting their institution through recruitment and offering advice to prospective students on what is needed to transfer and apply for admission. Admissions staff primarily process admission files and interpret admission guidelines. Community college counselors assist community college students in their efforts to transfer, receive their associate's degree, or gain employment.

Surveying every college administrator from the over 100 CCCs and 23 CSUs was not realistic so the sampling frame was administrators from the same three CSU campuses used for the student population plus the local feeder community colleges of Fresno City College, Reedley College, and Modesto Junior College. Permission to send surveys and conduct interviews with administrators was received from each of the appropriate administration officials in all of the selected campuses. Administrator names and emails were collected by accessing the public directory in each of the campuses. There were 91 administrators from the selected sample size that could have completed the online survey. Because of the heavy Latino student presence in their particular

institutions, administrators from the institutions work directly with the targeted student population and could provide insight into the perceptions that they have on the transfer process.

The follow-up qualitative study included interviews with administrators from the CCC and CSU system and Latino transfer students that initially completed the survey. The administrators and transfer students were chosen by their indication to participate in a follow-up interview when the survey was first completed. Fifteen administrators indicated their willingness to participate in an interview and 112 students indicated their willingness to participate in an interview. Follow-up interviews allowed for further exploration and clarification of any important themes that were discovered during the survey.

Quantitative Study

Instrumentation

The instrument used in the quantitative section of the study involved the use of two online surveys specifically designed to examine student and administrator perceptions on factors at play during the transfer process. An online survey instrument was the best instrument to capture the perceptions of two distinct populations by using a Likert-like scale and then using the data to determine their similarities and differences (Westfall, Tobias, Rom, Wolfinger, & Hochberg, 2000). The surveys were built and hosted using the website QuestionPro.com. One survey was distributed to Latino transfer students and the other survey to college administrators. The students received the Transfer Process Perception Survey for Students and administrators received the Transfer Process Perception Survey for Administrators. Both surveys had identical questions but

were worded differently to appropriately address the two samples that took the survey. The two surveys had an identical structure and makeup in order to perform cross comparisons of the data between samples.

Both surveys were made up of 42 questions divided into four major sections. The first three sections each contained 12 questions. The questions in each of the first three sections used a Likert-like scale to indicate the level of agreement with statements about the transfer process. The choices were strongly disagree, disagree, agree, strongly agree, and no opinion. For purposes of analyzing the data, responses of “strongly disagree” were given a score of 1, “disagree” a score of 2, “no opinion” a score of 3, “agree” a score of 4, and “strongly agree” a score of 5.

The first three sections of both surveys focused on the three areas that transfer students must go through during the transfer cycle: their Community College, their CSU campus, and their personal experiences. The three sections were also used as the first three of six scales that were used in the data analysis after the data were gathered. The scores for each of the six scales were calculated by taking the score of each of the items in a particular range of items and calculating a total average.

Each individual question was also grounded in the themes brought out during the literature review. The literature review found three major factors affecting transfer students: institutional factors, environmental factors, and individual factors. Each factor itself had several sub-themes that were explored in the literature review as well. The first 36 questions touched on all major factors and sub-themes outlined in the literature review. The final three of six scales that were used in the data analysis were based on the following breakdown: institutional factors made up the first 24 items, environmental

factors made up items 25 to 30, and individual factors made up items 31 to 36. Finally, the last section of the survey was comprised of five demographic questions plus the question asking for participation in the follow-up interview. Table 1 illustrates how the survey and six scales were structured.

Table 1

Survey Structure and Scales Used in Analysis

Community College section		Personal experiences section	
1	Institutional commitment	25	Environmental- cost/location
2	Institutional commitment	26	Environmental- cost/location
3	Institutional commitment	27	Environmental- school cultural env.
4	Articulation/transfer programs	28	Environmental- school cultural env.
5	Articulation/transfer programs	29	Environmental- support system
6	Articulation/transfer programs	30	Environmental- support system
7	Faculty/staff advising	31	Individual- drive
8	Faculty/staff advising	32	Individual- drive
9	Faculty/staff advising	33	Individual- transfer intent
10	Shared responsibility	34	Individual- academic preparation
11	Shared responsibility	35	Individual- academic preparation
12	Shared responsibility	36	Individual- understanding system
California State University section		Scales	
13	Institutional commitment	1-12	Community college
14	Institutional commitment	13-24	California state university
15	Institutional commitment	25-36	Personal experiences
16	Articulation/transfer programs		
17	Articulation/transfer programs	1-24	Institutional
18	Articulation/transfer programs	25-30	Environmental
19	Faculty/staff advising	31-36	Individual
20	Faculty/staff advising		
21	Faculty/staff advising		
22	Shared responsibility		
23	Shared responsibility		
24	Shared responsibility		

Validity Study

Evidence of validity of the survey instruments was collected in October, 2009. A group of eight current administrators from CSU Fresno, San Francisco, San Jose, Sonoma, and Stanislaus provided feedback and criticism of the instrument. Their titles ranged from counselors, to associate directors, and directors of admission and outreach. Their expertise lay in the admissions process, transfer student programs, community college, and outreach which were all areas that the literature review mentioned as critical influences on transfer students. Four administrators completed the validity study for the administrator survey while four administrators conducted the validity study for the student survey. A summary of their expertise and which validity study they completed is found below.

Table 2

Validity Panel Grid

Position	Survey	BA	MA	Transfer	Outreach	Admissions	Comm. coll.
Counselor	Admin	X	X		X		X
Counselor	Admin	X	X	X			X
Adm. Director	Admin	X	X	X		X	
Outreach dir.	Admin	X		X	X		X
Outreach dir.	Students	X	X	X	X		X
Adm. Director	Students	X	X	X		X	
Adm. Director	Students	X	X	X		X	
Adm. Director	Students	X		X		X	

The response sheet that they submitted after they took the survey asked about the survey length, survey format, face validity, content validity, and construct validity. Face validity measured whether the survey appeared to measure its intended goal in each of the sections (Creswell, 2003). Content validity measured whether the items represented all

facets of the content in each of the sections of the survey (Creswell, 2003). Construct validity was used to determine whether the survey accurately measured its intended construct which in this case was perception of the transfer process (Creswell, 2003). In addition, an item analysis section allowed for specific feedback to any questions that were not clear or to add specific comments about the survey. The results showed a general agreement with the student survey in terms of the appropriate length and type of statements found in the student survey for gauging the perceptions of students. However, the results for the administrator survey were mixed.

The administrator survey was meant to be a mirror copy of the student survey so comparison of the results could be made. Since the administrator survey was built around the statements initially written for students, some administrators found that they had clarity issues with the statements. The CSU section of the administrator survey was a specific section that was mentioned. After reviewing the feedback several questions in the section were completely reworded to be clearer. More detail in the community college section was also requested, however to keep the survey from becoming too wordy, only minor changes were made to the section. As a result of the feedback, the instructions for the Transfer Process Perception Survey for Administrators were also reworded so administrators would know the purpose of the survey was to gauge their perceptions, not student perceptions.

Reliability

Reliability of the survey instruments was conducted after the data were collected in May 2010 and was specifically used to measure the internal consistency of the six scales that were used in the data analysis. Internal consistency was necessary to measure

since the six scales would be the main method of analysis used to help answer research questions three and four when comparison of samples (Latino transfer students versus administrators and CSU administrators versus CCC administrators) was conducted. Further detail on the analysis of the research questions will be explained in the data analysis section. The internal consistency results are shown below in Table 3.

Table 3

Internal Consistency

Scales	Cronbach's Alpha			
	Students	Administrators	CSU admins	CCC admins
1-12. Community college	.88	.86	.75	.86
13-24. California state university	.90	.83	.73	.81
25-36. Personal experiences	.59	.56	.43	.64
1-24. Institutional	.88	.84	.77	.89
25-30. Environmental	.46	.57	.71	.47
31-36 Individual	.58	.46	.25	.55

The community college, California State University, and institutional scales all showed strong internal consistency among the two main samples and two sub-samples of administrators. None of the three scales had a Cronbach's Alpha lower than .73. The three scales were made up the first 24 items in the survey. The personal experiences, environmental, and individual scales however showed weaker consistency across the two main samples and two sub-samples of administrators. The Cronbach's alphas were below .6 in most of the samples in the three scales mentioned. The three scales in question were made up of items 25 to 36 in the survey. The nature of the 12 items that made up the three scales helps to explain the low internal consistency. The items that made up the scales are of a personal nature and address specific individual experiences

which led to a variety of answers among students and administrators. To help offset the low consistency in the three scales, analysis of the individual 12 items in question was also conducted by performing independent samples t tests on each individual item. Further detail will be provided in the data analysis section.

Procedures

The following is a summary of the procedures used to conduct the quantitative study on the student and administrator groups. Appendices A-H contains samples of the surveys and all communications sent to participants.

1. Build appropriate student and administrator surveys based transfer research.
2. Conduct validity study with experienced administrators to receive clarification and refinement of surveys.
3. Apply for IRB approval to conduct research from each campus whose students and administrators will receive surveys.
4. Ask permission from appropriate institutional administrator (e.g. provost) for researcher to receive student names and emails from university.
5. Gather administrator names and emails using public directory found on campus websites.
6. Allow up to two months to receive appropriate permissions and data.
7. Once permissions are granted, send out online surveys to students and administrators during October or April time frames to avoid busy academic periods such as start of semester, midterms, or finals.
8. Consider adding financial incentive for students to complete the online survey.

9. Initial emails should contain student and administrator informed consent and link to online surveys.
10. Send follow-up reminder email five days later to remind students and administrators to complete surveys.
11. Send final reminder email five days later.
12. Close surveys two weeks from initial email.
13. Conduct random drawing if offering financial incentive and contact winner.
14. Conduct data analysis and send out summary results to any participant that asked for a copy of results.

Data Collection

Email invitations to participate in the study were emailed to the two samples on April 14, 2010. In order to maximize the number of participants, the surveys were sent between spring break vacation and spring semester finals of all three CSU campuses. The email invitation for both student and administrator served as an informed consent notification that was sent to all potential participants informing them of the purpose of the survey and asking for their participation. Tracking of participant responses for purposes of sending out reminders was required so anonymity was not offered but confidentiality of their responses was stressed along with the opportunity to contact IRB or the researcher for more information. Finally, in order to help receive more student survey responses, entrance into a random drawing for a gift card was offered if the student completed the survey. There was no prize incentive offered to administrators.

A follow-up reminder email was sent to all non-respondents five days later on April 19th and a final reminder email was sent to the remaining non-respondents on April

26th. No other communication was sent to non-respondents and the survey was closed on April 28th. Out of the 993 Latino students contacted via email, 278 completed the survey for a participation rate of 28% rate. Out of the 91 administrators that were contacted via email, 36 completed the survey for a participation rate of 39.6%.

Data Analysis

Statistical analysis of the survey results was done using SPSS and was conducted in May 2010. While 278 students started the survey there were several students that did not complete all of the items. Ninety students omitted responding to between one and seven items. It was decided that the missing items in those 90 student submissions would be completed using the item's mean score among the student sample. An additional 15 students were missing 12 or more items. Because of the significant amount of missing data for the 15 students, those surveys were removed from the total count of students. The final count of students used in the analysis was 263 with no items (except demographic items) left blank.

The administrator sample also had instances of missing data but not as many as the student sample. Seven administrators omitted responses to one or two items. The missing items were filled in using the item's mean score among the administrator sample. One administrator omitted 12 items. The entry for the administrator was removed from the total administrator count. The final count of administrators used in the analysis was 35 with no items left blank.

The demographic information for the student sample was not used in the analysis of the research questions but it is presented here to help profile the sample that submitted

surveys. As reflected in California higher education demographics, female respondents made up a majority of the sample (CPEC, 2007b).

Table 4

Student's Gender

Group	Count	Percent
Male	95	37.3
Female	160	62.7
Total	255	100.0
No Response	8	

While the prevalence of non-traditional college-aged students was mentioned in the literature review for Latino transfer students, the sample shows 61.8% of the respondents were traditional college aged students (18-23 years).

Table 5

Student's Age

	Count	Percent
18-20	33	12.8
21-23	126	49.0
24-26	36	14.0
27-29	24	9.3
30 or older	38	14.8
Total	257	100.0
No Response	6	

Whether or not the student's primary language at home affects their perceptions of the transfer process was not a focus of the study, however the data below shows that the sample was almost evenly distributed.

*Table 6**Student's Family - Primary Language English*

	Count	Percent
Yes	129	50.4
No	127	49.6
Total	256	100.0
No Response	7	

Finally the educational background of the student's family was also not a focus of the study. The data shows, however, that most students' parents had not advanced past a high school education (89% of fathers' education and almost 90% mothers' education).

*Table 7**Student's Family - Father's Education*

	Count	Percent
High school work or less	153	60.0
High school diploma	75	29.4
Bachelor's degree	18	7.1
Master's degree	8	3.1
Advanced grad degree	1	.4
Total	255	100.0
No Response	8	

*Table 8**Student's Family - Mother's Education*

	Count	Percent
High school work or less	133	52.0
High school diploma	97	37.9
Bachelor's degree	18	7.0
Master's degree	8	3.1
Total	256	100.0
No Response	7	

Except for the administrator's organization, the demographic information for the administrator sample was not used in the analysis of the research questions, but it is presented here to help profile the sample that submitted surveys. The administrator's organization was key in answering research question four, which compares the results of CCC and CSU administrators.

Table 9

Administrator's Organization

	Count	Percent
California state university	15	42.9
Community college	20	57.1
Total	35	100.0

As reflected in the average gender distribution for administrators in higher education organizations, female respondents made up a majority of the sample (Payscale Inc., 2010).

Table 10

Administrator's Gender

	Count	Percent
Male	11	31.4
Female	24	68.6
Total	35	100.0

Most positions in higher education require at least a bachelor's degree and the respondents in the administrator sample surpassed the minimum with 80% having more than a bachelor's degree (Payscale Inc., 2010).

*Table 11**Administrator's Education*

	Count	Percent
High School Diploma	2	5.7
Bachelor's Degree	5	14.3
Master's Degree	21	60.0
Advanced Grad Degree	7	20.0
Total	35	100.0

The administrators' ethnicity was not a focus of the study, however the distribution of their ethnicity was almost even.

*Table 12**Administrator's Ethnicity (U.S. Census Bureau Definition)*

	Count	Percent
Latino	17	48.6
Not Latino	18	51.4
Total	35	100.0

Whether an administrator's age and experience affects their perception of the transfer process for Latinos was also not a focus of the study, however the data below shows age and experience distribution was even.

*Table 13**Administrator's Age*

	Count	Percent
25-29	3	8.6
30-34	4	11.4
35-39	8	22.9
40-44	1	2.9
45-49	8	22.9
50 or Over	11	31.4
Total	35	100.0

*Table 14**Administrator's Experience*

	Count	Percent
0-4	1	2.9
5-9	9	25.7
10-14	6	17.1
15-19	7	20.0
20-24	5	14.3
25-29	4	11.4
30 or Over	3	8.6
Total	35	100.0

Research Question One: Latino Student Transfer Perceptions

The four research questions in the study gauged the perceptions of administrators and Latino transfer students on the transfer process by examining the survey data on the two samples individually and then comparing them to each other. The survey results from the Transfer Process Perception Survey for Students allowed research question one to be addressed: What factors do Latino transfer students perceive to be the most and least influential on the transfer process from a community college to a California State University campus? Several statistical methods were employed to answer the research question.

First, the rankings for all 36 items in the student survey were listed in descending order by using the item mean score. Then the overall mean and standard deviation of the entire student survey was calculated to help identify the top and bottom items in the student survey. This was done by identifying all items that fell above and below one standard deviation from the overall mean. The top items were identified as factors that Latino students perceived to be the most influential during their transfer process. The

bottom items were identified as factors that Latino students perceived to be the least influential during their transfer process.

Research Question Two: Administrator Transfer Perceptions

The survey results from the Transfer Process Perception Survey for Administrators allowed research question three to be addressed: What factors do college administrators perceive to be the most and least influential on the transfer process for Latino students from a community college to a California State University campus? Several statistical methods were employed to answer the research question.

First, the rankings for all 36 items in the administrator survey were listed in descending order by using the item mean score. Then the overall mean and standard deviation of the entire administrator survey was calculated to help identify the top and bottom items in the administrator survey. This was done by identifying all items that fell above and below one standard deviation from the overall mean. The top items were identified as factors that administrators perceived to be the most influential during the transfer process for Latino students. The bottom items were identified as factors that administrators perceived to be the least influential during the transfer process for Latino students.

Research Question Three: Comparison of Transfer Perceptions

Using the results from both surveys allowed research question three to be addressed: To what extent do college administrator perceptions of the transfer process correlate with Latino transfer student perceptions? Several statistical methods were employed to answer the research question.

Similarities between administrator and student perceptions were identified by using the results from both research questions one and two. Items that appeared as top items for both Latino students and administrators were identified as factors that both samples perceived to be the most influential during the transfer process. Items that appeared as bottom items for both Latino students and administrators were identified as factors that both samples perceived to be the least influential during the transfer process.

Differences between the two samples were identified by using two methods. Independent samples t tests were performed on all six scales to test for statistical significance between the two samples using a p value of .01. Independent samples t tests were also performed on all 36 items to test for statistical significance between the two samples on an individual item basis. To account for the problem of increasing the chance of false positives when performing multiple t tests on 36 items the Bonferroni correction was applied which lowered the p value to .0014 (Weisstein, 2010).

Research Question Four: Comparison of Administrator Transfer Perceptions

The survey results from the Transfer Process Perception Survey for Administrators allowed research question four to be addressed: To what extent do California State University administrator perceptions on the transfer process correlate with community college administrator perceptions? Several statistical methods were employed to answer the research question.

Similarities between CCC and CSU administrator perceptions were identified by using the same method outlined in research question three. After ranking the items by mean and getting the overall mean and standard deviation for both sub-samples, the items above and below one standard deviation for both sub-samples were identified. Items that

appeared as top items for both CCC and CSU administrators were identified as factors that both groups of administrators perceived to be the largest influence during the transfer process for Latino students. Items that appeared as bottom items for CCC and CSU administrators were identified as factors that both groups of administrators perceived to be as the least influential during the transfer process for Latino students.

Differences between the two sub-samples were identified by using two methods. Independent samples t tests were performed on all six scales to test for statistical significance between the two sub-samples using a p value of .01. Independent samples t tests were performed on all 36 items to test for statistical significance between the two sub-samples on an individual item basis. To account for the problem of increasing the chance of false positives when performing multiple t tests on 36 items the Bonferroni correction was applied which lowered the p value to .0014 (Weisstein, 2010).

The data analysis for each research question allowed for an initial finding on what factors were perceived by Latino students and college administrators as influencing the transfer process the most and the least. The survey findings were the main basis on how the follow-up qualitative study would be conducted. Gaps found in the results or results that needed further explanation were the main focus during the interviews.

Qualitative Study

Instrumentation

The qualitative section of the study involved conducting interviews with 11 transfer students and six administrators. Interviews were conducted in June and July 2010 after an analysis of the survey data was conducted. Any specific themes or issues brought out during the quantitative analysis of the research questions were used as the

basis for follow-up questions conducted during the interview. Questions were asked to determine if individual, environmental, and institutional factors were more prevalent than others during the transfer process and also if specific community college, CSU, and personal experiences played a role in their transfer process. The questions were based the scales used in the quantitative study with additional targeted questions focusing on specific items that showed significance in the quantitative results.

The sequential explanatory strategy as described by Creswell (2003) allowed for the use of validating the quantitative data after it was gathered with the use of smaller, targeted interviews. Individual interview settings allowed the participants to expand on any particular themes brought out in the survey by allowing open-ended statements, examples of real life situations, and opinions and beliefs on the transfer process that the survey did not allow due to its Likert-like response matrix. The theoretical framework using critical race theory was the lens applied to the interviews when such themes emerged during the interview.

Role of the Researcher

The researcher has nine years of experience working in CSU system as an admissions administrator and has worked with the transfer process at two CSU campuses in northern and central California. As associate director of admissions at a CSU campus, the researcher is involved in interpreting and applying transfer policy and processes and meets with transfer students on a regular basis. While not a former transfer student, the researcher was once a Latino college student and could relate to many of the personal issues brought forth by Latino students during the interview process. The intimate knowledge the researcher possesses not only of the transfer process but also of the

particular groups being studied, allowed the researcher to bring a unique perspective to the interview process. The researcher's experience and background in both groups allowed him to examine the points of views from both administrator and students and not allow one particular viewpoint to dominate.

The prior knowledge and background of the researcher enabled him to have a detailed and thorough understanding of the issues studied in the research questions. The knowledge of both the transfer process and Latino student issues allowed the researcher to contribute depth and meaning to the exploration of the transfer process and also enabled the researcher to identify with both groups and describe their experiences with their own particular point of view. Since the researcher had a strong vested interest in seeing both administrator and student groups benefit from the study, a bias for one particular group was absent. The background, experience, and values of the researcher lent validity to the interview process.

Validity and Reliability

The validity of the data gathered in the interviews was established through the use of member checking during the interviews (Glesne, 1999). The researcher periodically validated and repeated the statements made during the interview to ensure the statements and beliefs that were recorded were consistent with what the interviewee intended. Final validation was made at the end with a summary of the interviewee's statements and beliefs repeated to them to ensure their statements had been understood. Accuracy of the data gathered was provided through the use of audio recording of the conversation (with prior approval), and multiple playbacks of the interview during transcription to ensure accuracy. A copy of the transcription was sent to the interviewees for final validation and

to correct any errors that might have been made. The process ensured that the participants responses were accurately transcribed (Glesne, 1999).

Data Collection and Analysis

Both surveys included the opportunity for the participants to indicate their willingness to participate in follow-up interviews for the qualitative study. The interviews with administrators and students were conducted in June and July 2010. Because the potential interviewees were contacted in the summer months when there were few summer sessions offered, scheduling and arranging the interviews with students and administrators from three different counties in the Central Valley was a lengthy task. Individual interviews were conducted with 11 out of the 112 students that expressed a willingness to participate in an interview. Three students were from CSU Bakersfield, four were from CSU Fresno, and four were from CSU Stanislaus. Eight of the 11 interviewees were female. Individual interviews were also conducted with 6 out of the 15 administrators that expressed a willingness to participate in an interview. The six interviews were held with three CCC and three CSU administrators. Half of the administrators were Latino and five of the six were female.

Individual interviews were conducted with administrators and students at a location of their choosing. The interview setting followed proper IRB protocols for privacy and included participants signing an informed consent form notifying them of the intended study and protocols that were followed during their participation. The interviews lasted on average about 45 minutes with a short debriefing afterwards. During the interviews, data was collected by audio recording the conversation with prior approval from the interviewee. Follow-up transcription of the interviews was done to

code the data. Transcription, coding, and analysis of the data occurred during July 2010. After transcription was completed the audio recordings were destroyed.

Questions that were raised by survey data results for each research question were targeted in the follow-up discussions with Latino students and administrators. The data was coded by grouping it under each research question and also by finding similar themes found in the literature review such as individual, environmental and institutional factors that affected their transfer process and if specific CCC, CSU or personal experiences played a significant part during the process. Analysis of the interview data filled in gaps and further expanded on the survey data that was gathered earlier for each research question. In addition, theoretical rationale themes were investigated, including examples of deficit thinking and issues raised in critical race theory—if they were mentioned by the interviewee during the interviews.

Summary

The mixed methods research design using surveys and follow-up interviews was the best method to conduct an analysis that answered the research questions. It was also the optimal method to compare the transfer process perceptions of Latino transfer students with college administrators. The survey results built the initial foundation of the data for perceptions between two samples and follow-up interview data allowed for further qualitative exploration of any particular areas that needed further detail. The analysis of the qualitative data was critical in order to enhance, explain, and clarify any data found in the surveys. The comparison of perceptions showed similarities and differences that the two samples had on each of the factors of the transfer process. The results will allow researchers to focus on specific areas of the Latino transfer process.

CHAPTER IV: QUANTITATIVE RESULTS

The Transfer Perception Survey for Students and Transfer Perception Survey for Administrators were administered in April 2010. The surveys were used to gain insight into the perceptions of Latino transfer students and administrators on the transfer process from a California Community College (CCC) to the California State University (CSU) system. The results answered the research questions below and set the framework for the follow-up qualitative study that was conducted in June and July 2010. The previous methodology section explained in detail how the surveys and interviews were structured, administered, and how the data were prepared for analysis. All of the survey results below encompass the responses for Latino transfer students ($N=263$) and administrators ($N=35$) who completed the survey. The statements associated with the items in the student survey are found in Appendix G. The statements associated with the items in the administrator survey are found in Appendix H.

The quantitative section encompasses the survey results for both Latino students and administrators from all 36 items in their surveys. The section is structured on the four research questions in the study and provides data results to answer 1) the perceptions of Latino students on the transfer process, 2) the perceptions of college administrators on the transfer process, 3) a comparison of transfer perceptions between Latino students and college administrators, and 4) a comparison of transfer perceptions between community college administrators and CSU administrators. In addition to the survey data results, a strategy to focus on the follow-up qualitative study is presented.

Research Question One: Latino Student Transfer Perceptions

The transfer perceptions of Latino students were one of the main focuses of the entire study. All 36 items of the Transfer Perception Survey for Students helped to answer the following research question: What factors do Latino transfer students perceive to be the most and least influential on the transfer process from a community college to a California State University campus? The transfer factors that were listed in the survey encompassed institutional, individual, and environmental factors that were also found in the previous literature review.

Research question one was answered by calculating the mean for the scales and individual items for the student sample that were described in the previous methodology section. Table 15 shows a complete listing of all 36 items and their associated mean, mode, and standard deviation. Further analysis of the results is conducted in subsequent tables.

Table 15

Student Survey Mean Scores

	Survey Items	Mean	Mode	SD
1.	Comm. coll.-institutional commitment	3.92	4	1.09
2.	Comm. coll.-institutional commitment	3.84	5	1.28
3.	Comm. coll.-institutional commitment	3.64	4	1.13
4.	Comm. coll.-articulation/transfer programs	4.34	5	0.83
5.	Comm. coll.-articulation/transfer programs	3.62	4	1.26
6.	Comm. coll.-articulation/transfer programs	3.93	4	1.08
7.	Comm. coll.-faculty/staff advising	3.78	5	1.26
8.	Comm. coll.-faculty/staff advising	4.21	5	0.99
9.	Comm. coll.-faculty/staff advising	4.06	4	1.00
10.	Comm. coll.-shared responsibility	3.26	4	1.35
11.	Comm. coll.-shared responsibility	3.74	4	1.15
12.	Comm. coll.-shared responsibility	3.42	4	1.34
13.	Cal. state univ.-institutional commitment	3.79	4	0.94
14.	Cal. state univ.-institutional commitment	3.66	4	1.05
15.	Cal. state univ.-institutional commitment	3.53	4	1.17
16.	Cal. state univ.-articulation/transfer programs	4.09	5	1.10
17.	Cal. state univ.-articulation/transfer programs	4.12	4	0.99
18.	Cal. state univ.-articulation/transfer programs	3.83	4	1.20
19.	Cal. state univ.-faculty/staff advising	3.63	4	1.16
20.	Cal. state univ.-faculty/staff advising	4.11	5	0.99
21.	Cal. state univ.-faculty/staff advising	4.24	4	0.86
22.	Cal. state univ.-shared responsibility	4.00	4	1.03
23.	Cal. state univ.-shared responsibility	3.88	4	1.10
24.	Cal. state univ.-shared responsibility	3.72	4	1.13
25.	Environmental-cost/location	4.40	5	0.99
26.	Environmental-cost/location	4.31	5	1.07
27.	Environmental-cultural environment	3.19	2	1.34
28.	Environmental-cultural environment	3.36	4	1.22
29.	Environmental-support system	4.37	5	0.98
30.	Environmental-support system	3.56	4	1.36
31.	Individual-drive	4.72	5	0.70
32.	Individual-drive	4.42	5	0.90
33.	Individual-transfer intent	4.40	5	1.15
34.	Individual-academic preparation	3.42	4	1.42
35.	Individual-academic preparation	3.91	4	1.10
36.	Individual-understanding of system	3.03	4	1.46

In addition, the items were grouped into six scales to see if specific scales scored higher or lower than others. The mean, mode, and standard deviation were calculated for all six scales. The results in Table 16 show that the means for the six scales were close, showing only a small range of 3.81 to 3.98. No specific scale stood out as particularly high or low from the others. This would suggest Latino students perceive all transfer factors the same with none having more or less of an impact on their transfer path.

Table 16

Student Survey Scale Scores

Items	Scale	Mean	Mode	SD
1-12	Community college	3.81	5	0.77
13-24	California state university	3.88	4	0.73
25-36	Personal experiences	3.92	3.8	0.50
1-24	Institutional	3.85	3.7	0.57
25-30	Environmental	3.87	4	0.61
31-36	Individual	3.98	4	0.66

Finally, to identify specific items that were the most or least influential on the transfer process for Latino students the items were rank ordered according to their mean. The total mean for the student survey was 3.87 with a standard deviation of 0.47. The top items that were one standard deviation above the mean were identified as items that had the most influence during the transfer process. The bottom items that were one standard deviation below the mean were identified as items that had the least influence during the transfer process. Table 17 below shows the results.

Table 17

Student Survey Mean Rankings

Items	Mean	
31. Individual-drive	4.72	
32. Individual-drive	4.42	
25. Environmental-cost/location	4.40	Top Items
33. Individual-transfer intent	4.40	1 SD above total mean
29. Environmental-support system	4.37	
4. Comm. coll.-articulation/transfer programs	4.34	
26. Environmental-cost/location	4.31	
21. Cal. state univ.-faculty/staff advising	4.24	
8. Comm. coll.-faculty/staff advising	4.21	
17. Cal. state univ.-articulation/transfer programs	4.12	
20. Cal. state univ.-faculty/staff advising	4.11	
16. Cal. state univ.-articulation/transfer programs	4.09	
9. Comm. coll.-faculty/staff advising	4.06	
22. Cal. state univ.-shared responsibility	4.00	
6. Comm. coll.-articulation/transfer programs	3.93	
1. Comm. coll.-institutional commitment	3.92	
35. Individual-academic preparation	3.91	
23. Cal. state univ.-shared responsibility	3.88	
Total mean	3.87	SD 0.47
2. Comm. coll.-institutional commitment	3.84	
18. Cal. state univ.-articulation/transfer programs	3.83	
13. Cal. state univ.-institutional commitment	3.79	
7. Comm. coll.-faculty/staff advising	3.78	
11. Comm. coll.-shared responsibility	3.74	
24. Cal. state univ.-shared responsibility	3.72	
14. Cal. state univ.-institutional commitment	3.66	
3. Comm. coll.-institutional commitment	3.64	
19. Cal. state univ.-faculty/staff advising	3.63	
5. Comm. coll.-articulation/transfer programs	3.62	
30. Environmental-support system	3.56	
15. Cal. state univ.-institutional commitment	3.53	
34. Individual-academic preparation	3.42	
12. Comm. coll.-shared responsibility	3.42	
28. Environmental-cultural environment	3.36	
10. Comm. coll.-shared responsibility	3.26	Bottom Items
27. Environmental-cultural environment	3.19	1 SD below total mean
36. Individual-understanding of system	3.03	

By grouping the top and bottom items one standard deviation from the mean score a clear separation of the most and least influential items on the transfer process that Latino students perceived were identified. The top items indicated that Latino students perceived the items as the most important and influential factors during their transfer process. Conversely, the least influential items indicated that Latino students perceived the items as not having large influences on their transfer experience. Identifying both the most and least influential items on their transfer process helped separate the large list of items and helped focus on specific items in the follow-up qualitative study.

There were five items indicated by students that had the strongest influence during the transfer process. The items had the largest influence on Latino students as they progressed in the transfer pipeline and were important to identify to show what specific factors deserve increased attention when examining the transfer process. The statements associated with the five top items were all from the Personal Experiences section of the survey. They were statement 25: Financial matters played a large role in shaping the decisions I made as a college student ($M=4.40$, $SD=0.99$), statement 29: My family or friends encouraged me to go to college ($M=4.37$, $SD=0.98$), statement 31: I was motivated by my dreams and goals to attend college ($M=4.72$, $SD=0.70$), statement 32: My desire to attend college helped me through difficult times at my community college ($M=4.42$, $SD=0.90$), and statement 33: I knew from the beginning that I wanted to transfer to a university when I started at my community college ($M=4.40$, $SD=1.15$).

There were four items indicated by students that had the least influence during the transfer process. The items had less influence on Latino students as they progressed in

the transfer pipeline and are important to identify to show where areas of improvement are needed during the transfer process. The statements associated with the bottom items came from the Community College and Personal Experiences survey section. The statement associated with the bottom item from the Community College section was statement 10: Community college counselors told me what I need to do after I applied for CSU admissions ($M=3.26$, $SD=1.35$).

The final three statements associated with the least influential items from the Personal Experiences section were statement 27: The community college's cultural environment played a role in attending that school ($M=3.19$, $SD=1.34$), statement 28: The CSU's cultural environment played a role in attending that school ($M= 3.36$, $SD=1.22$), and statement 36: I understood how colleges worked and what I need to do to transfer before I attended college ($M=3.03$, $SD=1.46$).

Previous research had indicated that a variety of transfer factors influence students during their transfer experience. The results from the survey showed what specific factors and scales were perceived by Latino students as being the most and least influential. Latino student results of the survey indicated that they perceived strong influences on the transfer process from all scales. Individual factors were slightly more influential than environmental and institutional factors. For institutional factors, California State University factors were slightly more influential than community college factors.

For specific items, Latino students perceived both strong and weak influences on the transfer process from items that belonged to the Personal Experiences section. Students perceived strong influences from financial matters, family support, and personal

drive and motivation. They conversely perceived weak influences from their school's cultural environment and their own understanding of the transfer system. The community counselor's assistance of the student's CSU application was the only institutional factor that made the influential list.

The survey results for Latino students indicate that personal experience factors play a slightly bigger role in the transfer process than institutional factors. Institutional factors were generally consistent and had high, positive influences on the transfer process. Due to the varied nature of how students saw personal experience factors, the follow-up qualitative study focused on Latino student's personal experiences during their transfer process.

Research Question Two: Administrator Transfer Perceptions

The transfer perceptions of administrators were also an important focus of the research study. All 36 items of the Transfer Perception Survey for Administrators helped to answer the following research question: What factors do college administrators perceive to be the most and least influential on the transfer process for Latino students from a community college to a California State University campus? The results detailed how specific transfer factors outlined in the survey were perceived by administrators. The transfer factors encompassed institutional, individual, and environmental factors found in the literature review.

Research question two was answered by calculating the mean for the scales and individual items for the administrator sample that were outlined in chapter three. Table 18 shows a complete listing of all 36 items and their associated mean, mode, and standard deviation. Further analysis of the results is conducted in subsequent tables.

Table 18

Administrator Survey Mean Scores

	Items	Mean	Mode	SD
1.	Comm. coll.-institutional commitment	3.77	4	1.24
2.	Comm. coll.-institutional commitment	3.31	4	1.18
3.	Comm. coll.-institutional commitment	3.56	4	1.14
4.	Comm. coll.-articulation/transfer programs	4.15	5	1.17
5.	Comm. coll.-articulation/transfer programs	3.80	4	1.18
6.	Comm. coll.-articulation/transfer programs	4.49	5	0.66
7.	Comm. coll.-faculty/staff advising	4.09	4	0.98
8.	Comm. coll.-faculty/staff advising	4.06	4	0.84
9.	Comm. coll.-faculty/staff advising	4.06	4	0.80
10.	Comm. coll.-shared responsibility	3.51	4	1.04
11.	Comm. coll.-shared responsibility	3.09	2	1.25
12.	Comm. coll. shared responsibility	3.94	4	0.94
13.	Cal. state univ.-institutional commitment	4.26	4	0.82
14.	Cal. state univ.-institutional commitment	3.83	4	1.04
15.	Cal. state univ.-institutional commitment	3.85	4	0.94
16.	Cal. state univ.-articulation/transfer programs	4.43	4	0.50
17.	Cal. state univ.-articulation/transfer programs	4.03	4	0.89
18.	Cal. state univ.-articulation/transfer programs	4.03	4	0.86
19.	Cal. state univ.-faculty/staff advising	4.37	4	0.60
20.	Cal. state univ.-faculty/staff advising	4.17	5	0.82
21.	Cal. state univ.-faculty/staff advising	4.06	4	0.87
22.	Cal. state univ.-shared responsibility	3.83	4	1.04
23.	Cal. state univ.-shared responsibility	3.62	4	0.94
24.	Cal. state univ.-shared responsibility	4.06	4	0.84
25.	Environmental-cost/location	4.49	5	0.70
26.	Environmental-cost/location	4.43	5	0.74
27.	Environmental-cultural environment	3.97	5	1.01
28.	Environmental-cultural environment	3.89	4	0.99
29.	Environmental-support system	3.20	4	1.16
30.	Environmental-support system	3.09	2	1.22
31.	Individual-drive	4.00	4	1.00
32.	Individual-drive	3.76	4	0.97
33.	Individual-transfer intent	2.24	2	0.97
34.	Individual-academic preparation	2.03	2	0.79
35.	Individual-academic preparation	3.86	4	0.88
36.	Individual-understanding of system	2.00	2	0.91

In addition, the items were grouped into six scales to see if specific scales scored higher or lower than others. The mean, mode, and standard deviation were calculated for all six scales. The results in Table 19 show that the means for the six scales had a wide range of 2.98 to 4.04. In particular, Institutional ($M=3.93$, $SD=0.45$) and Environmental ($M=3.84$, $SD=0.56$) scales for administrators scored higher than the Individual ($M=2.98$, $SD=0.48$) scale. This would suggest that administrators perceive stronger influences on the transfer process from institutional and environmental factors than from individual factors. The results suggest that administrators would tend to focus on non-individual transfer factors during the transfer process

Table 19

Administrator Survey Scale Scores

Items	Scale	Mean	Mode	SD
1-12	Community college	3.82	3.75	0.65
13-24	California state university	4.04	4.58	0.50
25-36	Personal experiences	3.41	3.50	0.39
1-24	Institutional	3.93	3.63	0.45
25-30	Environmental	3.84	3.00	0.56
31-36	Individual	2.98	3.00	0.48

Finally, to see specific items that administrators identified as being the most or least influential on the transfer process the items were rank ordered according to their mean. The total mean for the administrator survey was 3.76 with a standard deviation of 0.35. The top items that were one standard deviation above the mean were identified as items that had the most influence during the transfer process. The bottom items that were one standard deviation below the mean were identified as items that had the least influence during the transfer process. Table 20 below shows the results.

Table 20

Administrator Survey Mean Rankings

Items	Mean	
6. Comm. coll.-articulation/transfer programs	4.49	
25. Environmental-cost/location	4.49	
26. Environmental-cost/location	4.43	
16. Cal. state univ.-articulation/transfer programs	4.43	Top Items 1 <i>SD</i> above total mean
19. Cal. state univ.-faculty/staff advising	4.37	
13. Cal. state univ.-institutional commitment	4.26	
20. Cal. state univ.-faculty/staff advising	4.17	
4. Comm. coll.-articulation/transfer programs	4.15	
7. Comm. coll.-faculty/staff advising	4.09	
8. Comm. coll.-faculty/staff advising	4.06	
9. Comm. coll.-faculty/staff advising	4.06	
24. Cal. state univ.-shared responsibility	4.06	
21. Cal. state univ.-faculty/staff advising	4.06	
17. Cal. state univ.-articulation/transfer programs	4.03	
18. Cal. state univ.-articulation/transfer programs	4.03	
31. Individual-drive	4.00	
27. Environmental-cultural environment	3.97	
12. Comm. coll.-shared responsibility	3.94	
28. Environmental-cultural environment	3.89	
35. Individual-academic preparation	3.86	
15. Cal. state univ.-institutional commitment	3.85	
22. Cal. state univ.-shared responsibility	3.83	
14. Cal. state univ.-institutional commitment	3.83	
5. Comm. coll.-articulation/transfer programs	3.80	
1. Comm. coll.-institutional commitment	3.77	
32. Individual-drive	3.76	
Total mean	3.76	<i>SD</i> 0.35
23. Cal. state univ.-shared responsibility	3.62	
3. Comm. coll.-institutional commitment	3.56	
10. Comm. coll.-shared responsibility	3.51	
2. Comm. coll.-institutional commitment	3.31	
29. Environmental-support system	3.20	
30. Environmental-support system	3.09	Bottom Items 1 <i>SD</i> below total mean
11. Comm. coll.-shared responsibility	3.09	
33. Individual-transfer intent	2.24	
34. Individual-academic preparation	2.03	
36. Individual-understanding of system	2.00	

By grouping the top and bottom items one standard deviation from the mean score a clear separation of the most and least influential items on the transfer process that administrators perceived were identified. The top items indicated that administrators perceived them as the most important and influential factors for Latino students during their transfer process. Conversely, the least influential items indicated that administrators perceived them as not having large influences on Latino students during their transfer experience. Identifying both the most and least influential items on their transfer process helped separate the large list of items and helped focus on specific items in the follow-up qualitative study.

There were eight items indicated by administrators that had the most influence during the transfer process. The items had the largest perceived influence on Latino students as seen by administrators and were important to identify to show what specific factors deserve increased focus. The statements associated with the eight items were from all three sections of the survey. Two of the statements from the Community College section were statement 4: At most community colleges there are sufficient transferable courses available for students to take ($M=4.15$, $SD=1.17$) and statement 6: The transfer programs available at community colleges help students transfer to a university ($M=4.49$, $SD=0.66$).

Four top influential statements were from the California State University section and they were statement 13: Most CSU outreach/admissions offices have all of the information students need to transfer ($M=4.26$, $SD=0.82$), statement 16: Most CSU campuses do a good job in transferring the General Education courses students take to

their CSU transcript ($M=4.43$, $SD=0.50$), statement 19: Most CSU admissions/outreach counselors give good advice on what students need to do to transfer ($M=4.37$, $SD=0.60$), and statement 20: Most CSU professors support students with their academic goals ($M=4.17$, $SD=0.82$).

The final two top influential statements were from the Personal Experiences section of the survey. They were statement 25: Most Latino students' financial matters play a large role in shaping their decisions as a college student ($M=4.49$, $SD=0.70$) and statement 26: Most Latino students use the close location of the college they attend as a factor in their decision to go there ($M=4.43$, $SD=0.74$).

There were seven items indicated by administrators that had the least influence during the transfer process. Administrators perceived the items had little influence on Latino students as they progressed in the transfer pipeline and are important to identify to show where areas of improvement are needed. Two statements associated with the items came from the Community College section and the other five from the Personal Experiences section. The two bottom statements from the Community College section were statement 2: Community college counselors are accessible to students when they need one ($M=3.31$, $SD=1.18$), and statement 11: At most community colleges, getting students ready to become eligible for transfer is a smooth experience ($M=3.09$, $SD=1.25$).

The final five least influential statements were from the Personal Experiences section of the survey. They were statement 29: Most Latino students are encouraged by family or friends to attend college ($M=3.20$, $SD=1.16$), statement 30: Most Latino students use advice from their family or friends to help them transfer to a university ($M=3.09$, $SD=1.22$), statement 33: Most Latino students know from the beginning that

they want to transfer to a university when they start at a community college ($M=2.24$, $SD=0.97$), statement 34: Most Latino students are academically prepared well in high school, so they do not have a difficult time with their community college courses ($M=2.03$, $SD=0.79$), and statement 36: Most Latino students understand how colleges work and what is needed to do to transfer before they attend college ($M=2.00$, $SD=0.91$).

Research had indicated that several transfer factors influence students during the transfer process. The results from the survey showed what specific factors and scales were perceived by administrators affecting Latino student the most and the least. Administrator results of the survey indicated that they perceived stronger influences on the transfer process from institutional and environmental factors than from individual factors. For specific items, administrators perceived strong influences from articulation and transfer programs, faculty and staff advising, and institutional commitment. They also perceived strong environmental influences on the transfer process from the student's financial situation and the institution's close location.

Administrators subsequently perceived weak influences on the transfer process from individual factors. Administrators perceived low influences on the transfer process from Latino students' support system, transfer intent, academic preparation and understanding of the transfer system. Two community college items that were on the low influence list were the community college's overall transfer experience and counselor's availability. Reasons for why administrators ranked specific institutional and environmental factors higher than individual student factors were further investigated in the follow-up qualitative study.

Research Question Three: Comparison of Transfer Perceptions

A comparison of the transfer perceptions between Latino students and administrators was needed to better understand where gaps and similarities between the two samples were found. All 36 items of both the Transfer Perception Survey for Students and Transfer Perception Survey for Administrators helped answer the following research question: To what extent do college administrator perceptions of the transfer process correlate with Latino transfer student perceptions? The results detailed how specific transfer factors outlined in both surveys compared with one another.

Research question three was answered by using several methods to identify similarities and differences between the two samples. Similarities between the two samples were identified by using the same method to find top and bottom items among the individual samples in research question one and two. Items that appeared in both administrator and student samples as top or bottom items were deemed to be similar factors that both samples shared. A listing of the most and least influential items that appeared for both samples is found in Table 21 below.

Table 21

Similar Items for Students and Administrators

		Students		Admins	
Most Influential Item for Both Samples		M	SD	M	SD
25	Environmental-cost/location	4.40	0.99	4.49	0.70
Least Influential Item for Both Samples		M	SD	M	SD
36	Individual-understanding of system	3.03	1.46	2.00	0.91

There was only one item that had the most influence on the transfer process that was shared by both samples and it was found in the Personal Experiences section of the

survey. The statement associated with the top item was statement 25: Financial matters played a large role in shaping the decisions [Latinos] made as college students (students $M=4.40$, $SD=.99$; admins $M=4.49$, $SD=.70$).

There was only one item that had the least influence on the transfer process that was shared by both samples and it was found in the Personal Experiences section of the survey. The statement associated with the bottom item was statement 36: [Latinos] understand how colleges work and what they need to do to transfer before they attend college (students $M=3.03$ $SD=1.46$; admins $M=2.00$, $SD=.91$).

Differences between the two samples were calculated using two sets of t tests. The first set of t tests measured the six scales of the two samples. Two of the six scales showed statistical significance. The Personal Experience scale for students ($M=3.92$, $SD=.50$) showed significantly higher levels of influence on the transfer process than what administrators ($M=3.41$, $SD=.39$) perceived, $t(296)=5.87$, $p<.01$. The Individual scale for students ($M=3.98$, $SD=.66$) showed significantly higher levels of influence on the transfer process than what administrators ($M=2.98$, $SD=.50$) perceived, $t(53)=11.08$, $p<.01$. The results are in line with the data found in research question one and two. Administrators and Latino students significantly differed on their perceptions on the role that a student's individual factors play during the transfer process. Table 22 below shows the results of all six scales.

Table 22

Independent Samples t Tests on Student and Administrator Scales

Scale		Students		Admins		t	df	sig
		M	SD	M	SD			
1-12	Community college	3.81	0.77	3.82	0.65	-0.05	296	0.96
13-24	California state university	3.88	0.73	4.04	0.50	-1.26	296	0.21
25-36	Personal experiences	3.92	0.50	3.41	0.39	5.87	296	0.00*
1-24	Institutional	3.85	0.57	3.93	0.45	-0.84	296	0.40
25-30	Environmental	3.87	0.61	3.84	0.56	0.21	296	0.84
31-36	Individual	3.98	0.66	2.98	0.48	11.08	53	0.00*

Note: * $p < .01$.

The second set of t tests was done on both samples using the 36 individual items. There were nine items that showed statistical significance. One statement associated with the item came from the Community College section of the survey. Administrators ($M=4.49$, $SD=.66$) perceived stronger influence on the transfer process than students ($M=3.93$, $SD=1.08$) from statement 6: The transfer programs available at my community college helped me to transfer to a university, $t(62)=4.31$, $p<.0014$. The second statement associated with the item came from the California State University section of the survey. Administrators ($M=4.37$, $SD=.60$) perceived stronger influence on the transfer process than students ($M=3.63$, $SD=1.16$) from statement 19: CSU admissions/outreach counselors give good advice on what [Latinos] need to do to transfer, $t(74)=5.99$, $p<.0014$.

The final seven items that showed statistical significance came from the Personal Experiences section of the survey. Except for item 27, students perceived stronger influences on the transfer process than administrators on six of the seven items. Two of the Personal Experiences statements associated with the items dealt with environmental

factors. They were statement 27: The community college's cultural environment plays a role in [Latinos] attending that school (students $M=3.19$, $SD=1.34$; admins $M=3.97$, $SD=1.01$), $t(51)=-4.13$, $p<.0014$, and statement 29: Family or friends encourage [Latinos] to go to college (students $M=4.37$, $SD=.98$; admins $M=3.20$, $SD=1.16$), $t(41)=5.73$, $p<.0014$,

Five of the Personal Experiences statements associated with the items dealt with individual factors. They were statement 31: [Latinos] are motivated by their dreams and goals to attend college (students $M=4.72$, $SD=.70$; admins $M=4.00$, $SD=1.00$), $t(39)=4.13$, $p<.0014$, statement 32: [Latinos'] desire to attend college helps them make it through difficult times at a community college (students $M=4.42$, $SD=.90$; admins $M=3.76$, $SD=.97$), $t(296)=4.03$, $p<.0014$, statement 33: [Latinos] know from the beginning that they want to transfer to a university when they begin school (students $M=4.40$, $SD=1.15$; admins $M=2.24$, $SD=.97$), $t(296)=10.67$, $p<.0014$, statement 34: [Latinos] are academically prepared well in high school so they do not have a difficult time at a community college (students $M=3.42$, $SD=1.42$; admins $M=2.03$, $SD=.79$), $t(69)=8.75$, $p<.0014$, and statement 36: [Latinos] understand how colleges work and what they need to do to transfer before they attend college (students $M=3.03$, $SD=1.46$; admins $M=2.00$, $SD=.91$), $t(61)=5.79$, $p<.0014$. Table 23 below shows the results of all 36 t tests.

Table 23

Independent Samples t Tests on Student and Administrators Items

Survey Items	Student		Admins		t	df	sig.
	M	SD	M	SD			
1 Comm. coll.-institutional commit	3.92	1.09	3.77	1.24	0.72	296	0.4694
2 Comm. coll.-institutional commit	3.84	1.28	3.31	1.18	2.30	296	0.0220
3 Comm. coll.-institutional commit	3.64	1.13	3.56	1.14	0.39	296	0.6941
4 Comm. coll.-articulation/xfer progs	4.34	0.83	4.15	1.17	0.94	39	0.3526
5 Comm. coll.-articulation/xfer progs	3.62	1.26	3.80	1.18	-0.81	296	0.4214
6 Comm. coll.-articulation/xfer progs	3.93	1.08	4.49	0.66	-4.31	62	0.0001**
7 Comm. coll.-faculty/staff advising	3.78	1.26	4.09	0.98	-1.68	50	0.0993
8 Comm. coll.-faculty/staff advising	4.21	0.99	4.06	0.84	0.85	296	0.3976
9 Comm. coll.-faculty/staff advising	4.06	1.00	4.06	0.80	0.03	296	0.9735
10 Comm. coll.-shared responsibility	3.26	1.35	3.51	1.04	-1.30	51	0.1994
11 Comm. coll.-shared responsibility	3.74	1.15	3.09	1.25	2.93	42	0.0054
12 Comm. coll.-shared responsibility	3.42	1.34	3.94	0.94	-2.95	55	0.0047
13 Cal. state univ.-institutional commit	3.79	0.94	4.26	0.82	-2.82	296	0.0051
14 Cal. state univ.-institutional commit	3.66	1.05	3.83	1.04	-0.87	296	0.3835
15 Cal. state univ.-institutional commit	3.53	1.17	3.85	0.94	-1.82	49	0.0752
16 Cal. state univ.-articulation/xfer progs	4.09	1.10	4.43	0.50	-3.12	87	0.0024
17 Cal. state univ.-articulation/xfer progs	4.12	0.99	4.03	0.89	0.52	296	0.6044
18 Cal. state univ.-articulation/xfer progs	3.83	1.20	4.03	0.86	-1.24	54	0.2192
19 Cal. state univ.-faculty/staff advising	3.63	1.16	4.37	0.60	-5.99	74	0.0000**
20 Cal. state univ.-faculty/staff advising	4.11	0.99	4.17	0.82	-0.36	296	0.7187
21 Cal. state univ.-faculty/staff advising	4.24	0.86	4.06	0.87	1.17	296	0.2443
22 Cal. state univ.-shared responsibility	4.00	1.03	3.83	1.04	0.93	296	0.3549
23 Cal. state univ.-shared responsibility	3.88	1.10	3.62	0.94	1.32	296	0.1864
24 Cal. state univ.-shared responsibility	3.72	1.13	4.06	0.84	-2.16	52	0.0356
25 Environmental-cost/location	4.40	0.99	4.49	0.70	-0.48	296	0.6300
26 Environmental-cost/location	4.31	1.07	4.43	0.74	-0.61	296	0.5393
27 Environmental-cultural env	3.19	1.34	3.97	1.01	-4.13	51	0.0001**
28 Environmental-cultural env	3.36	1.22	3.89	0.99	-2.88	49	0.0058
29 Environmental-support system	4.37	0.98	3.20	1.16	5.73	41	0.0000**
30 Environmental-support system	3.56	1.36	3.09	1.22	1.97	296	0.0501
31 Individual-drive	4.72	0.70	4.00	1.00	4.13	39	0.0002**
32 Individual-drive	4.42	0.90	3.76	0.97	4.03	296	0.0001**
33 Individual-transfer intent	4.40	1.15	2.24	0.97	10.67	296	0.0000**
34 Individual-academic preparation	3.42	1.42	2.03	0.79	8.75	69	0.0000**
35 Individual-academic preparation	3.91	1.10	3.86	0.88	0.26	296	0.7938
36 Individual-understanding of system	3.03	1.46	2.00	0.91	5.79	61	0.0000**

Note: ** $p < .0014$. p value set using Bonferroni correction (Weissstein, 2010).

Latino students and administrators only had one most influential and one least influential transfer item in common. As Table 21 showed, they only both perceived strong influence from the student's financial situation and perceived weak influence on the transfer process from the student's knowledge of the college's transfer system. The data showed that both student and administrator samples shared few similarities in their perception of the transfer process.

Subsequently there was strong statistical significance between the two samples in the different perceptions they had on factors that influence the transfer process. Latino students perceived stronger influence on the transfer process from individual factors than what administrators perceived. Statistical significance for the specific items was found mostly in the Personal Experiences section and only two items were institutional factors. Further investigation was conducted in the qualitative study on the reasons why students perceived stronger influence from individual factors than what administrators perceived and why there were few items that both samples identified as strong or weak items.

Research Question Four: Comparison of Administrator Transfer Perceptions

A comparison of the transfer perceptions between community college and CSU administrators was needed to better understand the gaps and similarities between the two sub-samples that drive institutional factors. All 36 items of the Transfer Perception Survey for Administrators helped answer the following research question: To what extent do California State University administrator perceptions on the transfer process correlate with community college administrator perceptions? The results detailed how specific transfer factors outlined in the surveys compared with both sub-samples.

Research question four was answered by using several methods to identify similarities and differences between the two sub-samples of administrators. The administrator sample was divided into the sub-samples of CSU ($n=15$) and CCC administrators ($n=20$). Similarities between the two sub-samples were identified by using the same method to find top and bottom items among the administrator sample in research question two. Items that appeared in both sub-samples as top or bottom items were deemed to be similar factors that both sub-samples shared. A listing of the most and least influential items that appeared for both sub-samples is found in Table 24 below.

Table 24

Similar Items for California State University and Community College Administrators

		CSU Admins		CCC Admins	
Most Influential Items for Both Samples		M	SD	M	SD
6	Comm. coll.-articulation/xfer progs	4.07	0.70	4.80	0.41
25	Environmental-cost/location	4.20	0.77	4.70	0.57
26	Environmental-cost/location	4.07	0.80	4.70	0.57
16	Cal. state univ.-articulation/xfer progs	4.53	0.52	4.35	0.49
19	Cal. state univ.-faculty/staff advising	4.60	0.51	4.20	0.62
Least Influential Items for Both Samples		M	SD	M	SD
30	Environmental-support system	3.07	1.22	3.10	1.25
11	Comm. coll.-shared responsibility	3.07	1.03	3.10	1.41
33	Individual-transfer intent	2.35	0.81	2.15	1.09
34	Individual-academic preparation	2.27	0.80	1.85	0.75
36	Individual-understanding of system	2.20	0.86	1.85	0.93

Five items appeared in both sub-samples as top items that had the most influence on the transfer process for Latino students. One top item was found in the Community College section of the survey. The statement associated with the top item was statement 6: The transfer programs available at community colleges help Latino students transfer to a university (CSU $M=4.07$, $SD=.70$; CCC $M=4.80$, $SD=.41$)

Two other top items were found in the California State University section of the survey. The statements associated with the top items were statement 16: Most CSU campuses do a good job in transferring the General Education courses students take to their CSU transcript (CSU $M=4.53$, $SD=.52$; CCC $M=4.35$, $SD=.49$), and statement 19: Most CSU admissions/outreach counselors give good advice on what students need to do to transfer (CSU $M=4.60$, $SD=.51$; CCC $M=4.20$, $SD=.62$).

The final two top items were found in the Personal Experiences section of the survey. The statements associated with the top items were statement 25: Most Latino students' financial matters play a large role in shaping their decisions as a college student (CSU $M=4.20$, $SD=.77$; CCC $M=4.70$, $SD=.57$), and statement 26: Most Latino students use the close location of the college they attend as a factor in their decision to go there (CSU $M=4.07$, $SD=.80$; CCC $M=4.70$, $SD=.57$).

Five items appeared in both sub-samples as bottom items that had the least influence on the transfer process for Latino students. There was only one bottom item that appeared in the Community College section of the survey. The statement associated with the bottom item was statement 11: At most community colleges, getting students ready to become eligible for transfer is a smooth experience (CSU $M=3.07$, $SD=1.03$; CCC $M=3.10$, $SD=1.41$).

The final four bottom items were found in the Personal Experiences section of the statement. The statements associated with the bottom items were statement 30: Most Latino students use advice from their family or friends to help them transfer to a university (CSU $M=3.07$, $SD=1.22$; CCC $M=3.10$, $SD=1.25$), statement 33: Most Latino students know from the beginning that they want to transfer to a university when they

start at a community college (CSU $M=2.35$, $SD=.81$; CCC $M=2.15$, $SD=1.09$), statement 34: Most Latino students are academically prepared well in high school, so they do not have a difficult time with their community college courses (CSU $M=2.27$, $SD=.80$; CCC $M=1.85$, $SD=.75$), and statement 36: Most Latino students understand how colleges work and what is needed to do to transfer before they attend college (CSU $M=2.20$, $SD=.86$; CCC $M=1.85$, $SD=.93$).

Differences between the two sub-samples were calculated using two sets of t tests. The first set of t tests measured the six scales of the two sub-samples. Two of the six scales showed statistical significance. The Community College scale for CCC administrators ($M=4.07$, $SD=.66$) showed significantly higher levels of influence on the transfer process than what CSU administrators ($M=3.49$, $SD=.50$) perceived, $t(33)=2.85$, $p<.01$. The California State University scale for CSU administrators ($M=4.30$, $SD=.38$) showed significantly higher levels of influence on the transfer process than what CCC administrators ($M=3.85$, $SD=.51$) perceived, $t(33)=2.84$, $p<.01$. Perceptions of community college and CSU administrators differed significantly on the role each one's institution plays during the transfer process. They tended to favor their own institution over others. Table 25 below shows the results of all six scales.

Table 25

Independent Samples t Tests on Cal. State Univ. and Comm. Coll. Administrator Scales

Scale		CSU Admins		CCC Admins		t	df	sig
		M	SD	M	SD			
1-12	Community college	3.49	0.50	4.07	0.66	-2.85	33	0.01*
13-24	California state univ.	4.30	0.38	3.85	0.51	2.84	33	0.01*
25-36	Personal experiences	3.38	0.33	3.44	0.44	-0.42	33	0.68
1-24	Institutional	3.89	0.34	3.96	0.52	-0.43	33	0.67
25-30	Environmental	3.71	0.60	3.94	0.52	-1.22	33	0.23
31-36	Individual	3.05	0.39	2.93	0.54	0.70	33	0.49

Note: * $p < .01$.

The second set of t tests was done on both sub-samples using the 36 individual items. There were two items that showed statistical significance. Community college administrators perceived stronger influence on the transfer process than CSU administrators on both items. The statements associated with the two items were statement 6: The transfer programs available at community colleges help students transfer to a university (CSU $M=4.07$, $SD=.70$; CCC $M=4.80$, $SD=.41$), $t(33)=-3.87$, $p<.0014$, and statement 12: Most community colleges take an active role in helping students transfer (CSU $M=3.33$, $SD=.98$; CCC $M=4.40$, $SD=.60$), $t(22)=-3.74$, $p<.0014$. Table 26 below shows the results of all 36 t tests.

Table 26

Independent Samples *t* Tests on Cal. State Univ. and Comm. College Administrator Items

Survey Items	CSU Admins		CCC Admins		t	df	sig
	M	SD	M	SD			
1 Comm. coll.-institutional commit	3.60	1.12	3.90	1.33	-0.70	33	0.4865
2 Comm. coll.-institutional commit	3.20	0.94	3.40	1.35	-0.49	33	0.6277
3 Comm. coll.-institutional commit	3.24	1.08	3.80	1.15	-1.47	33	0.1521
4 Comm. coll.-articulation/xfer progs	4.14	0.99	4.15	1.31	-0.02	33	0.9866
5 Comm. coll.-articulation/xfer progs	3.33	1.05	4.15	1.18	-2.12	33	0.0414
6 Comm. coll.-articulation/xfer progs	4.07	0.70	4.80	0.41	-3.87	33	0.0005**
7 Comm. coll.-faculty/staff advising	3.60	1.06	4.45	0.76	-2.77	33	0.0090
8 Comm. coll.-faculty/staff advising	3.67	0.73	4.35	0.81	-2.54	33	0.0159
9 Comm. coll.-faculty/staff advising	3.67	0.62	4.35	0.81	-2.72	33	0.0104
10 Comm. coll.-shared responsibility	2.93	1.03	3.95	0.83	-3.13	26	0.0042
11 Comm. coll.-shared responsibility	3.07	1.03	3.10	1.41	-0.08	33	0.9362
12 Comm. coll.-shared responsibility	3.33	0.98	4.40	0.60	-3.74	22	0.0012**
13 Cal. state univ.-institutional commit	4.67	0.49	3.95	0.89	2.82	33	0.0081
14 Cal. state univ.-institutional commit	4.27	0.80	3.50	1.10	2.39	33	0.0228
15 Cal. state univ.-institutional commit	4.07	0.96	3.69	0.92	1.17	33	0.2517
16 Cal. state univ.-articulation/xfer progs	4.53	0.52	4.35	0.49	1.07	33	0.2918
17 Cal. state univ.-articulation/xfer progs	4.07	0.96	4.00	0.86	0.22	33	0.8303
18 Cal. state univ.-articulation/xfer progs	4.33	0.82	3.80	0.83	1.89	33	0.0676
19 Cal. state univ.-faculty/staff advising	4.60	0.51	4.20	0.62	2.05	33	0.0487
20 Cal. state univ.-faculty/staff advising	4.47	0.64	3.95	0.89	1.91	33	0.0648
21 Cal. state univ.-faculty/staff advising	4.33	0.62	3.85	0.99	1.66	33	0.1057
22 Cal. state univ.-shared responsibility	4.00	1.13	3.70	0.98	0.84	33	0.4077
23 Cal. state univ.-shared responsibility	3.84	0.84	3.45	1.00	1.23	33	0.2283
24 Cal. state univ.-shared responsibility	4.40	0.51	3.80	0.95	2.21	33	0.0340
25 Environmental-cost/location	4.20	0.77	4.70	0.57	-2.20	33	0.0349
26 Environmental-cost/location	4.07	0.80	4.70	0.57	-2.74	33	0.0099
27 Environmental-cultural env	3.60	0.91	4.25	1.02	-1.95	33	0.0594
28 Environmental-cultural env	3.73	0.80	4.00	1.12	-0.78	33	0.4401
29 Environmental-support system	3.60	0.99	2.90	1.21	1.83	33	0.0763
30 Environmental-support system	3.07	1.22	3.10	1.25	-0.09	33	0.9295
31 Individual-drive	4.07	0.96	3.95	1.05	0.34	33	0.7382
32 Individual-drive	3.73	1.03	3.79	0.95	-0.16	33	0.8715
33 Individual-transfer intent	2.35	0.81	2.15	1.09	0.59	33	0.5567
34 Individual-academic preparation	2.27	0.80	1.85	0.75	1.59	33	0.1219
35 Individual-academic preparation	3.67	0.62	4.00	1.03	-1.11	33	0.2734
36 Individual-understanding of system	2.20	0.86	1.85	0.93	1.13	33	0.2650

Note: ** $p < .0014$. p value set using Bonferroni correction (Weissstein, 2010).

Survey results indicated that CSU and CCC administrators shared several items. The survey sections for both the most and least influential transfer items were similar to the items found when they were grouped together as administrators. No specific similar item stood out as warranting further investigation in the follow-up qualitative study.

There was, however, strong statistical significance between the two sub-samples with respect to the different perceptions they had on the transfer process. CSU administrators perceived stronger influence on the transfer process from their own CSU institutional factors than from CCC administrators. In contrast, CCC administrators perceived stronger influence on the transfer process from their own CCC institutional factors than from CSU administrators. Further investigation was conducted in the qualitative study on the perceptions that administrators have on institutional factors with an emphasis on improving the relationship between the CCC and CSU.

Summary

Each research question yielded significant results for both samples and sub-samples in the quantitative study. Research question one focused on transfer perceptions of Latino students. Results showed that Latino student perceptions indicated a high influence on the transfer process from all transfer factors. Latino students perceived high value from all three transfer factors. The most and the least influential items for Latino students were, however, mostly personal experience items centered on individual and environmental factors.

Research question two examined the transfer perceptions of college administrators. Results showed that administrators perceived a higher positive influence on the transfer process from institutional and environmental factors than from individual

factors. Administrators perceived a higher value from institutional factors than other transfer factors. In contrast to Latino students, administrators mostly viewed individual factors as having a weaker influence on successfully transferring.

Research question three compared the transfer perceptions of both Latino students and college administrators. Results showed that the major differences between Latino students and administrators centered on individual factors. Administrators did not place the same high value on individual factors that Latino students did. In addition there were few similar items that both samples shared. The differences between the two samples were a significant finding that could be affecting transfer rates for Latino students.

Finally, research question four compared the transfer perceptions of both community college administrators and CSU administrators. Results showed that differences between CCC and CSU administrators centered on institutional factors. CSU and CCC administrators both valued their own institutional factors more than their counterparts.

While the quantitative data yielded significant findings, a follow-up qualitative study was needed to further expand on findings that the survey data could not answer alone. Results from each of the four research questions were used as the basis in conducting the follow-up interviews with Latino students and administrators. Targeted interview questions for both Latino students and college administrators centered on the results of each research question. The results of both studies allowed for a comprehensive study on how transfer factors affect Latino students and for targeted recommendations for improvements.

CHAPTER V: QUALITATIVE RESULTS

Individual interviews were conducted in June and July 2010 with 11 Latino students and six administrators from the same schools that participated in the previous quantitative study from April 2010. The results from the previous quantitative study were used as the basis of the targeted qualitative study that was conducted with Latino students and administrators. The interviews added to and clarified the results of the previous quantitative study that measured perceptions of Latino students and administrators on the transfer process from a California Community College (CCC) to the California State University (CSU) system. The insights gathered from the interviews shed light on the data gathered from the surveys and established clear similarities and differences that both Latino students and administrators shared about the transfer process experience. The questions asked in the student and administrator interviews are found in Appendix K and L respectively.

The qualitative section expanded on the four research questions answered in the survey data by providing further depth to 1) the perceptions of Latino students on the transfer process, 2) the perceptions of college administrators on the transfer process, 3) a comparison of transfer perceptions between Latino students and college administrators, and 4) a comparison of transfer perceptions between community college administrators and CSU administrators. Demographic information for Latino student and administrator interviewees is listed before each specific research question that concerned them.

Student Interviewee Demographics

Eleven interviews were conducted with Latino students about their transfer experience. Three students were from CSU Bakersfield and their pseudonyms began

with the letter B. Four students were from CSU Fresno and their pseudonyms began with the letter F. Finally, four students were from CSU Stanislaus and their pseudonyms began with the letter S. In order to better understand some of their experiences, a summary of their demographics is shown below. The information was important in analyzing their responses to the interview questions. Table 27 provides a summary of the interviewee's information.

Table 27

Student Interviewee Demographics

Pseudonym	Sex	Coll. Age? (18-23)	Primary Reason for Comm. Coll.	Years at Comm. Coll.	Special transfer program?
Beatrice	F	Yes	Cost	3	No
Belinda	F	No	Cost	2	No
Bobby	M	Yes	Not 4 yr eligible	3	No
Felicia	F	Yes	Cost	3	No
Flor	F	Yes	Not 4 yr eligible	5	Yes
Francis	F	Yes	Cost	4	No
Frank	M	Yes	Not 4 yr eligible	3	No
Sara	F	No	Cost	5	Yes
Savanna	F	No	Not 4 yr eligible	7	Yes
Sergio	M	No	Not 4 yr eligible	5	No
Sierra	F	Yes	Cost	2	No

The demographics for the student interviewees show a particular trend. They were mostly traditionally college-aged females with a three year average matriculation at their community college before transferring. The participants also only had two main reasons for attending a community college. Students either attended because of the low cost or because they were not eligible to attend a four-year university. Finally, only three of the participants were a part of a special transfer program.

Beatrice from CSU Bakersfield was a traditional college-aged student whose primary motivation for attending a community college was cost. She was not part of any special transfer program and did not regret attending a community college but did not have many positive experiences at either her community college or CSU. She believed that ultimately it was up to the student to succeed during their transfer experience.

Belinda from CSU Bakersfield was a non-traditional college-aged student who decided to go back to college after several life changes made her realize that getting her education was critical for her future well being. Like other older students, several outside factors heavily influenced her during her transfer experience. Nevertheless, Belinda displayed a positive attitude and provided good examples of her experiences.

Bobby from CSU Bakersfield was a traditional college-aged student who initially did not qualify to go to a CSU because of his low grades during high school. His experience is typical of many transfer students who use community college to mature before transferring to a CSU. Bobby is now making the Dean's list at his CSU. Bobby's experiences were very positive. Like Beatrice, he believes personal motivation is the key to succeeding at a community college.

Felicia from CSU Fresno was a traditional college-aged student whose primary motivation for going to a community college was financial. She initially attended a private high school and had the grades to attend a CSU. She had strong family support and it was expected that she continue her education. Like Bobby she freely admits she needed to attend community college to mature to a level where she felt she would succeed at a CSU.

Flor from CSU Fresno was a traditional college-aged student whose background was different from that of the other students that were interviewed. She was the only student that was not from the Central Valley but instead had transferred from the Imperial Valley in Southern California. Flor was a first generation college student who was highly motivated to succeed and left her home area because she felt it was holding her back from success. Flor was also one of the few students who took advantage of special transfer programs that were offered at the community college and was a big proponent of their availability.

Francis from CSU Fresno was a traditional college-aged student similar to Felicia in her background. She was admissible to a CSU but choose to attend a community college for financial reasons. Francis, however, experienced more challenges at her community college because of what she felt was a lack of effort by her classmates and the lack of rigor at the community college. This discouraged her to the point that she stopped attending school. Her eventual transfer to a CSU helped her understand the differences found in both systems.

Frank from CSU Fresno was a traditional college-aged student whose background and experience was similar to Bobby's. He, too, was initially not qualified to attend a CSU, but through hard work and maturity found his talents in a particular subject (Music) and used this new energy to transfer to a CSU. Frank was not critical of his experiences at a community college. His experiences at his community college, nonetheless shed light on the challenges that students often go through.

Sara from CSU Stanislaus was a non-traditional college-aged student whose background and experience was similar to Belinda. Sara's personal family experiences

prevented her from attending a CSU after she graduated from high school. Several personal changes in later years made her realize she needed to go back to school. Sara brought a unique perspective to her interview. Her experiences and history outside of school was both motivated and deterred her. She was one of the few students who talked about education and the notion of delayed gratification versus the benefits of having an immediate income.

Savanna from CSU Stanislaus was a non-traditional college-aged student who greatly benefited from the special transfer program in which she participated. Outside financial influences caused her to stay at a community college for seven years, but the benefit of a dedicated counselor helped her immensely as she slowly progressed to a CSU. Savanna gave good insight to the challenges that students in her demographic face, as well as the benefit that dedicated transfer programs offer.

Sergio from CSU Stanislaus was a non-traditional college-aged student who brought to the interview the most varied experiences on his transfer experience. He was a high school dropout who started at the lowest remediation level at a community college and slowly worked his way up until he transferred to a CSU. He self-described himself as an outcast in his neighborhood because of his dedication to his education and even felt this way during his community college and CSU experiences. Sergio's main strength was the internal motivation he used to succeed over the obstacles he described.

Sierra from CSU Stanislaus was a traditional college-aged student who was a self-starter throughout her community college experiences. She only spent two years at a community college and only attended there because of the financial benefit it offered. Sierra was a highly driven student who did not let any obstacle get in her way. She

realized that community college can be beneficial to students but she admits it takes high motivation to succeed there.

The descriptions of the Latino student interviewees show the wide diversity of backgrounds and situations that they brought with them to their community college. Their different experiences show the challenges that institutions face in studying the effect of transfer factors. The follow-up examination of Latino student perceptions on the transfer process describes some of the challenges.

Research Question One: Latino Student Transfer Perceptions

The Latino student survey data focused on answering the following research question: What factors do Latino transfer students perceive to be the most and least influential on the transfer process from a community college to a California State University campus? The survey results from research question one demonstrated that students perceived all three factors (individual, environmental, and institutional) as having a positive influence during their transfer admissions process with individual factors having a slightly higher positive effect on students. Subsequently when the specific transfer items were ranked from most to least influential, a majority of the most influential items came from the student's personal experiences which included individual and environmental factors. The least influential items, however, were also personal experience factors.

For the follow-up qualitative study, further exploration of the personal experience factors that most affected students both positively and negatively was conducted with the 11 Latino transfer students. All 11 students were shown the most and least influential items culled from survey results and asked to comment whether their experiences aligned

with the results of their peers. The majority of students agreed that the list matched their own experiences, validating the results from this particular part of the survey. Frank in particular noted that, “The high and low influence items for me were spot on.” The majority agreed that environment, family, and personal issues were both the most helpful and least helpful for them.

Very few had different experiences and only Bobby disagreed that the cultural environment experience was not an important factor. Bobby said, “I would say the one that I would rank high was the cultural environment since I had some friends that went to CSU Bakersfield and they had good things to say about it.” Most, however, stated that cultural environment had little influence for them. Francis said, “Some people appreciate [cultural environment] but it has to do with age and at a certain point we don’t care about that and I know other transfer students and they don’t care about that either.” It is interesting to note this because cultural environment issues are the focus of many universities in improving Latino student matriculation.

Since the majority of the interviewees agreed with the most and least influential transfer item list, their follow-up comments on their own experiences were legitimized, matching the results from the larger survey. The main themes that arose from the student interviews for research question one led to the following topics that were not immediately found in the survey questions: positive influences during the transfer process, challenges during the transfer process, advising in the transfer process, and student recommendations.

Positive Influences During the Transfer Process

None of the 11 interviewees had a problem discussing the biggest positive influences that kept them progressing at their community college. All students identified either environmental, individual, or institutional factors as the main positive influence in their academic career. All of the transfer students interviewed shared deep positive influences that affected them and allowed them to be successful in transferring to a CSU. The main driving force affecting students that helped them during their transfer experience was either outside influences such as family, faculty, targeted programs that provided encouragement, or internal influences tied to the student's own drive and motivation.

Examples of external influences were found in friendly faculty or family encouragement that provided good advice and motivation towards progressing to a four-year college. Belinda provides an example that was similar to comments by other students:

I have to say the whole environment of the teachers and having a wide range of students here [was my biggest influence]. I thought I would go back to school and be the old lady in the classroom and I wasn't. And it was wonderful, not that it wasn't stress free but it was such a great experience and it motivated me to keep going and do well and I loved coming to school every day. I have to give a lot of credit to my instructors since they cared about the students.

One particular aspect of having strong external influences emerged from three students' interviews. Flor, Sara, and Savanna, were the only three students interviewed that had participated in special programs designed to assist transfer students throughout

their academic career and were the only ones that mentioned the positive nature of specialized programs. Programs such as Extended Opportunity Programs and Services (EOPS), Puente, and Students with Disabilities are programs that have specially designed services to assist students. The three students were adamant that these targeted programs were essential to their own success. Flor in particular noted:

I got into this specific program that helped me by assigning me with a specific counselor. Before I got a different counselor and I would hear different advice but with this program it helped me transfer. They gave us a specific computer lab to work on homework and gave us counseling, workshops, and mandatory meetings with counselors. They motivated us if our grades were low.

Sara validated Flor's statement when she noted:

The one-on-one at my community college helped a lot since I qualified for disability services and that helped a lot with planning courses and they did everything for me including telling me when I was ready to transfer.

The biggest internal influence that students noted was a strong internal drive and motivation to succeed. Drive and motivation were constantly mentioned by nearly all students as the main reason for their success. Despite their varied backgrounds and stories, all of the 11 interviewees were highly motivated students who kept going despite setbacks that they experienced. Flor and Frank mentioned their status as first generation college students kept them driven and focused on their goal. Frank in particular noted, "My parents never had a chance to go to college so just for me to be in college I saw it as a gift because they weren't able to help me. So I had the motivation to go somewhere."

The drive for self-improvement was common to all throughout the students. Another of Flor's motivations was her previous language limitation that motivated her to improve herself. She said, "I knew that if I stayed in my community college I would not succeed because I wanted to expand my options and if I stayed in community college I wouldn't improve my language skills in English." Sara shared a similar need to improve when she noted:

My biggest influence was that I had to keep going at my community college because I didn't have a job so I depended on my financial aid and there was no going back anymore. When I started getting good grades that encouraged me as well. I set a goal in mind and that drive helped me to keep going.

Sergio's response to his biggest influence was the most telling. As a nontraditional aged student he was a high school dropout that began in taking remediation courses at his CCC and worked his way up the ladder to transfer. He stated:

I've always had a great thirst for knowledge so I just wanted to learn more so I started taking English and math classes. I grew up in a bad area and I was the only one that even attempted to go to college from everyone I knew so I was sort of an outcast because of that. What drives me is that I want to learn. I want to go on and get my PhD and I want to satisfy my curiosity.

The results showed that the Latino students were kept on track by either strong outside influences from environmental or institutional factors (family and faculty encouragement and targeted transfer programs) or strong individual factors (personal drive and motivation). Results showed that positive influences for each student can vary but when present, students perceived them as playing a major role in contributing to the

their success. Conversely, students also noted several challenges that they faced throughout their transfer career.

Challenges During the Transfer Process

Latino students did not hesitate to list the various challenges they faced while traversing through the transfer pipeline. Seven out of the 11 students interviewed identified environmental and institutional influences that hindered their own progress but then identified individual factors when discussing the reasons for the failures of their own classmates. Financial issues and the community college atmosphere were also some of the biggest hurdles Latino students had to hurdle.

One of the main external challenges for Latino students were financial issues related to supporting family and working full time. Six of the 11 students interviewed specifically mentioned financial concerns as one of their main motivations for attending a community college. Sara particularly noted:

Another big negative influence was my job and my income because it was a temptation to not give that up and go to school. The instant gratification of my income kept me in that area. I was making almost \$40,000 a year so giving that up was very hard. School, which is delayed gratification, was harder to focus on. But I had to see my education as an investment.

Sergio added to that when he said, “I was flat broke but it didn’t make me unhappy it was just stressful. I know one day I will be able to give me and my family a better quality of life so my biggest challenge was financial.” Cost and having to support other family members was a prevalent theme in comments from other students that were interviewed, as well.

The institutional factor that was identified by students as a hurdle was the community college atmosphere. Ten out of the 11 Latino students interviewed identified the lax and non-challenging nature of the community college as a detriment to their own progress. They saw the community college atmosphere as weakly structured. Students had to fight through that environment to progress. Instead of blaming faculty, interviewees blamed this environment on those of their own classmates who did not display a motivation to transfer. Francis noted this about her experience:

I was definitely not being challenged in the classroom and not having other students that I could study with and get feedback from. Since there was a select few that were like me so I wasn't engaged with other students. I even took a semester off since my community college wasn't challenging me anymore so that made it difficult for me to push through and at one point I wanted to quit.

The perceptions that they had of their peers' motivation led to further discussion on why they felt other students did not transfer as the interviewees had done. It was interesting to note the almost identical responses that the interviewees gave. Seven interviewees mentioned classmates that did not make it through the transfer process and the interviewees all had explanations for their classmates' failures. Most of the reasons centered on their classmates' lack of direction, drive, and motivation. Almost unanimously the interviewees that mentioned classmates blamed classmates' individual factors for their subsequent failure to transfer, only rarely citing institutional or environmental factors. Frank added, "I think one thing I've noticed is that [community college] felt like high school again and you see your friends and you hang out. It becomes too comfortable there." Bobby agreed with Frank when he noted:

One of the hardest things at a community college is some people's attitudes are not into it and some classes feel like a daycare center. Some students are talking in class and it feels like they were being forced to go by their parents and they didn't want to and that kind of distracted me. I would say some people's attitudes bring you down.

Their observation on how much this affected their experience was especially evident when they finally transferred and experienced the different atmosphere of a four-year university. Many students noticed how students were more motivated and serious than at their community college. This motivation also translated to more intense academics and expectations. Frank added, "One thing that I've noticed is that everyone at the CSU seems more focused. At the community college everyone was more relaxed and just went with the flow. Here everyone has a different mindset and I like that environment."

Not all students blamed their classmates for their own failures however. Belinda noted several instances when her classmates ran into institutional roadblocks of limited enrollment and delayed transfer because of budget cuts. Flor who had been part of a special transfer program tied lamented the fact that not all of her friends had the same opportunity. She stated, "My friends didn't consider other options such as schools outside their areas and they weren't in specific programs that helped them out like I was."

As with positive influences, students faced challenges that were varied and diverse. Students that were interviewed frequently stated that their own challenges revolved around environmental factors such as cost and family support. They identified mainly individual factors for their classmates' failures, however. The most prevalent

institutional factor with a major impact was advising which had a major impact on students providing both positive and negative experiences. The impact of both positive and negative advising was further explored in the student interviews.

Advising in the Transfer Process

The role of advising by either faculty or staff at a community college was a prevalent theme as well. Many students had both positive and negative experiences in their interaction with staff and faculty. Both positive and negative experiences of Latino students were explored in the subsequent section. Students attributed their encounters with either a good or bad advisor to chance. Students noted that they were “lucky” enough to find a good counselor, and then stuck with that advisor for their entire career, or as noted before that they were “fortunate” enough to be part of a special transfer program providing quality one-on-one counseling.

Seven of the interviewees mentioned negative experiences with advising and focused on the confusion and lack of understanding bad counseling brings. Belinda’s experience was a typical answer from interviewees. She reported:

Well [advising] I wasn’t impressed with here. The way I wanted to have my stuff done was that I came to all the orientations but the advisors didn’t tell me a clear path of what I need to take. I just wanted a checklist of what I needed but the students didn’t seem to get that. When I saw a counselor for the second time I wasn’t impressed and I wanted to know the checklist. So finally I got lots of copies of what I needed so I did it myself. If I had relied on counselors I wouldn’t have transferred when I did. I just didn’t feel like they weren’t specific and clear.

Sergio provided the best insight to the bad advising experiences that many students have in his statement:

Advisors kept recommending me to take classes to build up my level of confidence but I took about 30 units for taking them but they didn't help me to transfer and they were a waste. With academic counselors I didn't see value in them. I heard that they wanted to fill up classes so I felt they wanted me to push me into classes that didn't benefit me since they didn't transfer.

The result of bad advising was that many students relied on themselves instead of on counselors. Francis explained, "I did it all on my own, the few times I did see a counselor they gave me misinformation and they would tell me that I needed to take certain courses and I knew they were wrong since I had done my own research." Frank added, "I never went to a transfer center, it looked like it would be hard to get in there to work with them so I pretty much self-advised."

Students offered several reasons why bad advising was prevalent in the community college. Savanna noted that, "My community college counselor told me it's hard to find the right counselor since they don't have enough counselors for the students." Beatrice had a more cynical observation:

Interviewer: Did the counselors that you saw help you out?

Beatrice: No, I wasn't happy with the advisors because they don't give you any more information than needed and keep you on a need to know basis and if you push it they'll answer you but if not they'll let you do what you want to do.

Interviewer: why do you think they are like that?

Beatrice: Because they are getting paid and they I think they just give all students general information.

Students also gave examples of good advising. Many interviewees had praise for the good counselors that they encountered and the help they provided that helped them transfer to a CSU. Bobby, Felicia, and Sierra had especially good experiences with their advising at their CCC. Felicia noted, “I didn’t know what I had to do to transfer and if it wasn’t for the counselors I would have been lost.” Sierra provided this narrative which encompassed her experience with a good counselor:

I saw my counselor every semester to stay on track on transferring. It’s good because things changed and she told me of any changes. I would advise everybody to see a counselor every semester. One student told me to stay persistent and stay with one counselor and not to see different because you will get different advice and you will get confused and behind. So I stayed persistent with my guidance counselor.

The dichotomy of the advising experience that students experienced is a significant finding when examining the transfer process. Ten out of the 11 students that were interviewed stressed the impact of positive and negative advising in their own experiences or the experiences of their classmates. For better or for worse, advising plays a major role in affecting transfer students as they progress in the transfer pipeline. Students not only offered positive and negative experiences, they offered recommendations for changing the transfer process.

Student Recommendations

One of the most surprising student interview insights emerged when Latino students were asked if they would recommend going to a community college and transferring instead of enrolling in a four-year college immediately after high school. They were also asked for recommendations for changing the transfer process. Their responses were varied but insightful.

When asked if they would recommend the transfer path to other students, 7 out of the 11 interviewees would recommend a community college, although with some caveats. All cited the inexpensive nature of the community college system as the most important factor for recommending it to other students. Beatrice summarized the feeling of her fellow interviewees:

I would recommend [community college] because it was so much cheaper and the classes at my community college prepared me just as well as my friends who took classes at a CSU and they used the same textbooks. It's a good choice if you don't have financial aid. But you have to know that you want to transfer from the start or otherwise you will end up staying there for a lot of years. At community college if you don't know what to do know one will tell you and they will allow you to be there as long as you want.

Other interviewees cited the same financial reasons and pitfalls. Despite the negatives in the community college environment, the financial advantage was deemed more important.

There were some dissenters among those who on recommended the transfer path however. Some felt the benefits of a four-year university offered a chance to escape

some of the outside influences that hindered them. Sara especially noted, “I think it’s harder to go to a community college because of the outside influences. I think if I went out of my environment like a four-year college it would have been better to avoid all of the distractions.” Savanna provided the strongest vote for proceeding directly to a four-year college:

Community college is for the people that didn’t do well in high school and I feel that in community college there is no hope. I feel too many students there are just not trying and are there to make their parents happy. If I could do it over again I would try harder so I could have gotten into a four-year college. I didn’t have any help or motivation in high school so I learned the hard way. The student has to be determined to make it out of there since I know students who are still there for years. I wish everyone could go to a four-year college and get their bachelor’s at a young age.

Only four interviewees felt that a community college path should be avoided. The interviewees the recommended a community college felt that with the proper motivation and drive they could overcome the negatives.

Interviewees offered a variety of suggestions for changing the transfer process. Recommendations centered on improving the communication between the community college and transfer students, and the communication between the community college and CSU campuses. Beatrice noted, “They should make it more known to students that you can do onsite admissions or that CSU advisors are there at community colleges. I didn’t know about that.” Belinda concurred when she said, “I think that it needs to be more involvement with the counselors and the focus of counselors needs to be on transfers.

When I went to the transfer meeting none of the students knew about onsite admissions.” Bobby echoed the same feeling when he said, “They should advertise the transfer process more because I didn’t even know there was a transfer center here at my community college until someone told me about it.”

Improving inter-institutional communication was also important for students. Flor stated, “I would recommend that there would be more communication from the community college to a CSU. It affected me because they didn’t have the right articulation courses since they were not local schools.” Francis echoed that statement when she noted, “Better communication between community college and CSUs since a lot of the times the community college advisors are uninformed of changes. A lot of the counselors think they have done it forever but requirements have changed.”

To summarize research question one, then, students saw a need for better communication. Though they were generally satisfied with their transfer experience, they also recognized many pitfalls that they encountered from various environmental, institutional, and individual factors. Most Latino students firmly believed that their strong motivation and desire to succeed overcame the obstacles while recognizing that their peers’ lack of motivation might contribute to their failures. Institutional factors played an important role during their transfer process. Students either had good and bad advising experiences. Successful students simply adapted to the external challenge of advising. The interviewees that belonged to special transfer programs clearly recognized the benefits of belonging to programs that had targeted advising since they saw the lack of advising with general students. Administrators on the other hand had different perceptions of the factors that students discussed in their interviews.

Administrator Interviewee Demographics

Six interviews were conducted with administrators who work with the transfer process and Latino students on a daily basis, one from each of the three CSU and three CCC institutions that were a part of the previous quantitative study. Their pseudonyms begin with the first letter of their institution of employment. In order to better understand some of their experiences, a summary of their demographics is shown in Table 28 below. These demographics were important in analyzing their responses.

Table 28

Administrator Interviewee Demographics

Pseudonym	Sex	Institution	Latino?
Barbara	F	CSU Bakersfield	No
Faith	F	(CCC) Fresno City Coll.	Yes
Fred	M	CSU Fresno	Yes
Margaret	F	(CCC) Modesto Junior Coll.	No
Rene	F	(CCC) Reedley Coll.	No
Sandra	F	CSU Stanislaus	Yes

Similar to the survey demographics for administrators, the participants were mostly female. Their ethnicity is presented in the table to illustrate the equal distribution of Latino and non-Latino administrators.

Though, Barbara from CSU Bakersfield had fewer than five years of experience in dealing with transfer students, her daily interaction with them allowed her to give good insight into the challenges that she saw with the transfer process. She gave perhaps the best description of the frustrations that CSU administrators face in dealing with community college issues and transfer students.

Faith from Fresno City College was a community college counselor in charge of a special transfer program and also offered general counseling to students. She had over 15 years of experience at the community college level. She believed in holding students accountable for their own progress. She, too, realized the shortfalls of community colleges but indicated that adequate advising was only possible with adequate funding.

Fred from CSU Fresno was an outreach counselor who worked daily with transfer students and advisors at the community college. He offered a wealth of knowledge and insight to the current problems many Latino transfer students face. He gave the most critical feedback on community colleges that lacked support for transfer students while praising community colleges that established the transfer path as an institutional goal.

Margaret from Modesto Junior College was an experienced community college advisor who also ran one of the specialized transfer programs available at the community college. She offered her observations about the success of specialized transfer programs and the value of effective advising to community college students.

Rene from Reedley College was a general advisor at a community college. She too had many years of experience working with transfer students. Rene offered many ideas on the Latino transfer process and concentrated her answers on the individual factors that affect Latino students.

Sandra from CSU Stanislaus had only been an outreach counselor for a couple of years but offered a valuable perspective since she had been a transfer student herself. Her responses reflected her previous employment at a community college, and her current work with transfer students and staff at her current job.

The descriptions of the administrator interviewees show the wide range of experiences and outlooks on the transfer process in this group. Most were either community college advisors or CSU outreach counselors yet their thoughts on the transfer process were diverse. The follow-up examination of administrator perceptions on the transfer process shows some of the diversity and varied perceptions on the transfer process.

Research Question Two: Administrator Transfer Perceptions

The administrator survey data focused on answering the following research question: What do college administrators perceive to be factors that assist and hinder the transfer process for Latino transfer students from a community college to a California State University campus? The survey results from research question two demonstrated that administrators perceived Latino student's individual factors as having a weaker influence during the transfer admissions process than institutional or environmental factors. While all administrator experiences on the transfer process were explored, the emphasis that they placed on institutional and environmental factors over student individual factors was one of the key results that were analyzed during the follow-up interviews.

Unlike student feedback, administrator feedback was varied in how they responded to the interview questions. Many administrators had different ideas, viewpoints, and experiences on the transfer process which sometimes conflicted so no consensus emerged. Similar to the survey results, however, most administrators focused on institutional and environmental factors over individual factors. The following topics

were discussed during most of their interviews: institutional factors, environmental factors, individual factors, and administrator recommendations.

Institutional Factors

The institutional factor identified by five of the six administrators as affecting the Latino transfer process the most was the role of advising at the community college. Both CSU and CCC administrators shared strong feelings on the role of advising during the transfer process. Fred CSU discussed the importance of advising when he noted:

I think it's more institutional factors that affect the rates. The institution has to know that students may not know what students want to do so it's important that institutions help and guide students in what majors are available and how they can use those majors in their future career. The student factor is about whether to go to college or not but it's the institution that has to give the student the options and availability to pick a good career.

Similar to the student interviews, advising was seen as the key institutional factor that had a direct contribution towards affecting the transfer process for students. CSU administrators noted many of their students did not have the proper advising or self-advised, which caused the students to stay longer at their community college. Barbara CSU noted:

One of the big issues on the community college side is proper advising. I find that many students that I get after their second year haven't been properly advised or they have self-advised. There is no or very little accountability that requires them to go to a community college advisor. At a community college there are few requirements so students self advise for way too long and it doesn't help them out.

So they get frustrated and they stop going or they will take them an additional year or more to get back on the right track.

Sandra CSU also discussed the consequences of not receiving proper advice when she stated, “What happens is that students are unaware that they need higher level courses or they take classes that don’t transfer and burn out. The student has to be aggressive in knowing they want to transfer to force the counselor to help.”

CCC administrators also mentioned the importance of advising but they provided a reason for the lack of advising that students experienced. Faith CCC noted this in her statement:

They come to see counselors out of their own volition but as you can see our waiting list is very large. The problem we have is that we don’t have the manpower to help all students in a timely manner. We are trying to supplement that with online counseling. We do Q and As and online orientation. We are trying to focus our advising online as much as possible but with our large remediation we see the need to do one-on-one advising because they are not getting it.

CCC administrators cited a lack of resources as responsible for inadequate advising. When asked about the feasibility of mandatory advising to help students on the transfer track Margaret CCC responded:

We have 16 to 17 counselors in my community college and our population is 21,000 so the ratio is more than 1,000 to 1. Our problem is resources. We don’t have the resources to adequately address all potential transfer students. When I worked in general counseling in the summer I stress to them that they see a

counselor once a semester at least especially in the first semester to develop an educational plan and some of them do it and some of them don't and they wait until the end of when they think they are ready to transfer and they are not.

Rene CCC provided further insights when she noted, "Our general counselors could do so much and they do the transfer stuff but they have their other advising to take care of as well." Most CSU administrators seemed to understand the challenges that CCC administrators faced in funding for proper advising. Barbara CSU said as much when she stated:

I think their counselors are asked to know a lot about everything. The community college counselor has to know the requirements for different types of schools, plus their associates degree programs, plus their vocational track so they are required to know too much in order to be effective. For instance at one community college I work with they have one transfer counselor for 10,000 students. They have about 15 counselors but only one specializes in transferring. The others can help with that but they don't specialize.

However, Fred CSU faulted the lack of advising squarely on bad leadership and the lack of institutional commitment at the community college in his statement:

I really think that it takes leadership at the schools that need to make transferring and advising a priority. There are some other schools that staff didn't even know they had a transfer department. The schools that are successful and have high transfer rates have the leadership and funding in place to have transferring as a high objective. You need to have good administration in the community college,

good transfer directors, and effectiveness of the CSU recruiter in working with them.

Margaret CCC shared a similar point of view when she stated that students may come in with other transfer factors affecting them but that the onus was still on the institution and its staff and faculty to ultimately help Latino students:

I see students come in, totally mess up their first year and take whatever classes they find. They have people telling them that they have to go to college whether it's a parent or friend and they take time off back and then come back when they are ready. But if students don't have the right counseling process or system or someone who really cares about them they will not get there. Counselors do need to go that extra mile especially for first generation students who have no clue what the transfer process is because their parents didn't go to college.

While administrators disagreed on the specifics, they all agreed that advising was the key institutional factor that affected Latino transfer students. The specific items mentioned by administrators that revolved around the advising issue were institutional commitment and the lack of resources. When pressed to list non-institutional factors that might affect them during the transfer process most administrators focused on environmental factors.

Environmental Factors

Administrators were also specifically asked to provide feedback on what they thought were the personal experience factors that affected Latino transfer process the most. The majority of them responded with environmental factors such as cost, location,

and family rather than individual factors. Barbara CSU noted some environmental factors:

I think cost and location are huge. I think that's why a large percentage of students go to a community college other than not getting admitted to a CSU.

There are plenty of students that would be admissible to the CSU but choose to go to a community college and stay at home to save money and not leave the area.

Students that don't want to leave their local area are a big factor and they might be a huge cultural thing for Latino students.

Sandra CSU agreed that environmental factors affected Latino students the most when she stated that, "I would say environmental factors such as cost and location are big considering student choice about schools are limited. Family factors are important too because if they don't have that support it makes it harder for students to be successful."

Fred CSU agreed when he stated, "I think the problem with Latino is socio/economic issue holds them back. Latinos need strong family leadership to push them to college."

Environmental reasons weren't limited to CSU administrators as Margaret CCC also agreed when she stated:

Environmental factors are the biggest barrier. Financial matters are very huge for the student and this affects both new students plus the students that are returning because of loss of income. Many traditional students who don't qualify for financial aid will not get the support from their parents so they are forced to get a job.

However Rene CCC offered a different outlook on the problems that Latino students face in community college. She mentioned the lack of a welcome atmosphere in her college as a potential environmental barrier:

Another subtle thing I see is that our community college administration is all white and we have directors that are Hispanic and I think we lack Latino role models in administrations for students to look up to. I think we can do more culturally to help Latino students. I think we can do more since we don't have specific Latino clubs or programs. I think you need to create places where students are welcome.

The emphasis on environmental factors affecting Latino students rather than individual factors was prevalent throughout the administrator interviews as the majority focused on those factors when the discussion of personal experiences of Latinos were asked. Five out of six administrators cited cost, location, and family issues as affecting Latino students the most. While most administrators did cite institutional and environmental reasons, three administrators also mentioned individual factors when discussing the Latino transfer process.

Individual Factors

Specific individual factors mentioned by administrators as affecting the transfer process were few. A few administrators, however, did mention academic preparation and lack of maturity as individual factors when discussing the Latino transfer process. Specifically remediation was the main academic preparation roadblock mentioned by administrators. Faith CCC in particular noted that, "A lot of students have remedial needs and they are unwilling to take them. In particular our remediation is clear cut. And

when I tell students they find that task daunting.” Margaret CCC offered the best summary when in her statement:

Another thing that delays students in transferring is remediation. They will place into remediation from high school and this does affect the entire transfer process. They start with our low level math class and go to our intermediate algebra and then finally a transferable college level math class. On top of that you have the personal factors that affect them such as getting discouraged and the barriers that happen because of that. That delay is about four-years if they don’t drop out or get discouraged. They might want to just get a job and forget it.

When asked to list specific individual factors that affect the transfer process the responses from administrators varied. Barbara CSU mentioned, “The ones that aren’t successful are either not emotionally ready to be in college or have financial concerns that keep them from going to school so those are some of the personal factors.” Sandra CSU agreed when she stated, “I think students tend to get discouraged if they come across different obstacles where they give up if they can’t continue to make progress. Some also don’t see the benefit of transferring or the benefit of getting a bachelor’s degree.” Most administrators did not offer further explanation or detail on individual factors when discussing the transfer process. Environmental and institutional factors were more prevalent in their interviews. The student’s individual and environmental factors were more prevalent in administrator’s belief about Latino students and their lower transfer rates. This was further evident when administrators discussed recommendations for improving the transfer process.

Administrator Recommendations

When asked to give recommendations on changing the transfer process, all of the administrators focused on similar themes brought out by the students as well. Improving communication, more student involvement in their progress, improving the Associate of Arts (AA) degree, and targeted advising programs were mentioned. Most recommendations centered on institutional factors.

Communication and a focus on transferring was a prevalent theme for all administrators. Barbara CSU specifically mentioned communication in her statement:

I would like to see better communication between the CSU and community colleges. I think the open communication with students and community colleges is important. Students still need to be accountable as well to meet their end of the bargain. I don't think the transfer process is a broken system but I think the system could use some help with more emphasis on transferring from community colleges which means more money to hire more counselors for transferring.

Fred CSU had similar thoughts in his statement about direct communication:

I think that we should establish direct links to the community college transfer centers in their feeder schools. We need to establish that personal contact with them. We need to encourage that motivation that students have by getting involved with them even before they transfer such as workshops or field trips about their specific majors. We need to give them accurate information.

CCC administrators however focused on improvement of the transfer process through student involvement. Faith CCC noted:

I think students need to start to look at the transfer process right away. They don't need to commit to it but they need to know it. We're invested but the students need to be invested and ask the right questions. Students need to take the initiative and I think instructors should bring up transferring in their classes and point them to the resources available such as the transfer center. Students don't need to see us if they don't have to and that's a problem.

Administrators from both organizations felt improved communication and student involvement was key towards improving transfer rates.

Another main theme regarding improving the transfer process was a discussion on the role of the AA degree and how it fit in the transfer process. Currently, transfer students have the option of pursuing an AA degree in addition to taking courses that lead to transfer. An AA degree does not guarantee transfer nor is it needed to transfer to a CSU campus. Perceptions were mixed on the importance of an AA degree for transfer students. Barbara CSU noted:

I don't encourage students to stay there to get an AA. I wish I could say it's okay if you don't have an AA or that the community college would tell them that it's okay if they don't have it in order to transfer. It would be nice if we could make the AA in line with our transfer pattern which right now they don't. That can be frustrating from our perspective when the student is taking AA classes that won't transfer and aren't needed to transfer.

Sandra CSU offered further explanation when she said, "Students don't know that the AA isn't required so they are shocked when I tell them that it they need to meet CSU requirements and that has nothing to do with an AA."

CCC administrators defended the use of the AA degree with several statements which included Faith CCC noting:

We are clear and explain it to them that a two-year degree and a transfer aren't the same but you can only lead a horse to water so often. I tell them that you do not need a two-year degree to transfer and a two-year degree does not transfer you to a four-year but students get so confused. I think it's on their part to understand and to plan correctly.

Margaret CCC added, "We make it clear that an AA will not transfer you to a CSU. They don't know or they don't see a counselor and that's the problem. Some of them will listen to friends and get directed the wrong way." The nature of the AA degree and the role it played during the transfer process drew a mixed reaction from administrators and students.

Another potential solution for improving the transfer process was the success of special transfer programs that provided the one-on-one counseling and assistance that many students needed. Student interviewees lauded these programs and administrators valued them as well. Sandra CSU said, "Those programs are good at helping students with one-on-one advising. Students that don't have access to those programs get lost in the system and have to do it by themselves." Margaret CCC, who is the head of such a program at her community college, added:

Students not in my program stay longer at a community college. They don't have the one-on-one contact with a counselor. The general students who are not eligible have to find a good counselor themselves and stick with them however that doesn't mean we all have good counselors. A lot of students lack the

mentoring that is needed and I wish we had more programs but again it comes down to funding.

Faith amplified that problem saying, “It’s very expensive to have these programs and that’s the challenge. Student in those programs feel like they belong and someone cares about their career. But what about the rest? That’s the problem.”

Most administrator recommendations focused on institutional factors that could be improved such as the AA degree process, improved communication between institutions, and establishing more special transfer programs. An emphasis on student individual factors was not evident.

In summary for research question two, the Latino student transfer process as seen through the eyes of administrators elicited a variety of responses. While some did point out individual factors such as lack of preparation, most administrators were quick to point out institutional and environmental factors such as advising and economics that held back Latino students during the transfer process. Their recommendations to improve the process focused on the same areas as well. The perceptions of students and administrators outlined in research questions one and two were the basis for research question three when their perceptions were compared.

Research Question Three: Comparison of Transfer Perceptions

The administrator and student survey data focused on answering the following research question: To what extent do college administrator perceptions of the transfer process correlate with Latino transfer student perceptions? The quantitative results from research question one and two demonstrated that there were more differences than similarities in perceptions between administrators and students on the transfer process.

The follow-up interviews with administrators and students shed light on the few similarities and the considerable differences. Why Latino students perceived a high influence from individual factors on the transfer process while administrators did not was the focus of the follow-up questions.

Similarities Between Latino Students and Administrators

The previous quantitative study showed only two items that students and administrators agreed on that were the most and least influential on the transfer process. Both groups agreed that financial matters played a large role in the transfer process. This was easily validated in the qualitative study as both sets of interviewees mentioned financial matters when discussing factors that influenced the process. Six of the 11 interviewees specifically identified cost as a determining factor in either choosing to attend a community college or influencing them while at a community college. Administrators also agreed in identifying cost as a factor affecting Latino students. Statements of cost affecting the transfer process had already been mentioned in earlier statements by both groups.

The item that was mentioned in the survey results by both students and administrators that did the least to positively influence the transfer results was Latino students' knowledge about the college system. Student interviewees all shared the experience of not knowing what to do their first semester and taking classes that did not help them. Flor mentions this when she states, "When I started I just took random classes and I wasn't aware of how the system worked or what classes to take for my major." Administrators also agreed that before students seek out counseling, they usually spend their first year taking courses that do not help them.

Both populations agreed that the cost of education was one of the most important factors affecting the transfer process for Latino students. Academic preparation was also a key individual item that was identified by both populations as a negative influence on the transfer process. Latino students and administrators judged all other factors quite differently.

Differences Between Latino Students and Administrators

The interviews of Latino students and administrators showed that they had little in common when discussing the transfer process. Student interviewees discussed their high motivation to succeed despite having to deal with personal experience factors that delayed them in their transfer goals. Administrators focused on environmental factors as detrimental to the transfer path and focused on institutional factors that were important to the transfer process while almost ignoring individual factors. Students, however, saw individual factors as equally important to environmental and institutional factors.

Latino students were asked to state their opinions on why administrator perceptions on student's individual factors were significantly lower than the same individual factors from the student population. Administrators did not see the drive and motivation that Latino students identified as a positive influence on the transfer process.

Most students had clear opinions on why such a difference existed. Flor said, "I think that counselors see so many students that they see them as numbers rather than individuals." Sergio also had strong opinions about the difference in his statements:

Administrator backgrounds and the lifestyles that they live are very different than students. I think they don't understand lower income students unless they came from that background. They can have empathy but they don't know what it's like

or what those students go through especially now since the times are so different especially financial changes.

Beatrice shared a similar viewpoint when she said, “I think that as long as you pay for it [administrators] don’t care and I think nobody cares at the university either.” Other student opinions on the topic were similar. Latino students believed that administrators did not and could not see the individual students and their positive personal experiences because they dealt with larger populations and painted a general negative perception on personal experiences or saw the transfer process from a more institutional perspective.

Francis said it best in her statement:

I know it sounds jaded but [administrators] don’t care about individuals they care about what brings numbers to the institution which is not a bad thing but they don’t care about how people prepare to get to a community college. From a managerial point of view I suppose that you don’t know there is anything wrong until someone points it out. So they only focus on big problems and not the little ones that affect students every day.

Savanna also had a similar idea in her statement as well:

Maybe because [administrators] in their own way have met their goals and they have forgotten that lower view. So over the years they have forgotten how it feels like to be a student or transferring if they did. Professors lose touch with what they had to go through. Plus I think administrators are wrapped up into the politics and budget that I think they forget about the students and don’t take them into consideration.

When administrators were asked the same question they surprisingly responded with similar statements. The administrator interviewees would comment on the overall administrator scores but did not take ownership of the results themselves. For example, Barbara CSU noted, “I think administrators like programs and numbers which makes sense why they would see those factors higher than personal. They see the big picture rather than the one person. I find that all three factors have strengths.” Faith CCC agreed when she stated,

I’m not sure why but I disagree with those results because personally I believe it’s an equal pie. Because students come in and they explain to me their personal issues. I tell them that college is like playing a game and they have to learn the rules and get ahead. So I think it’s all three factors that are important.

Sandra CSU further added, “[Administrators] might have thought that their programs in place are enough support for the students to transfer and that alone will influence it but they don’t see that you need other factors like family support and personal drive as well.”

Two administrators did offer an alternative point of view on why there were differences between the populations. Fred CSU stated:

I think that this generation doesn’t see any barriers if there are any left, there might be in certain areas. I think it’s good that they don’t have any excuse not to succeed. This generation doesn’t see race as much, it might be a learned behavior as they get older but I don’t think this generation has anything left to prove for being Latinos. I think we might think that these barriers are still out there but the younger generation doesn’t see them.

In summary for research question three, while students were very clear in outlining the differences between administrators and students, administrators (except for one) noted that these differences were not caused by them individually. The administrators that were interviewed all agreed that all three transfer factors were important while the survey results clearly showed that administrators ranked environmental and institutional factors higher than individual factors. The final research question examined if any of the differences found between Latino students and administrators was also applicable to CSU and CCC administrators.

Research Question Four: Comparison of Administrator Transfer Perceptions

The administrator student survey data focused on answering the following research question: To what extent do California State University administrator perceptions on the transfer process correlate with community college administrator perceptions? Since major similarities between the two groups of administrators were equal to the overall administrator sample, those results were not examined during the interviews. The quantitative results from research question four, however demonstrated that there were significant differences between administrators from the CSU and CCC. Those differences centered on institutional factors, specifically how administrators viewed their own transfer processes in relation to other institutions. The follow-up interviews with administrators examined the differences between CSU and CCC administrators and how the relationship between the two institutions could be improved.

Differences Between CSU and CCC Administrators

CSU and CCC administrators shared many identical perceptions on the transfer process. The survey results indicated that differences appeared when institutional factors

were analyzed. CSU administrators tended to favor their own institutional processes while CCC administrators favored their own. When presented with the results, both types of administrators offered suggestions for improving CSU-CCC relations. Margaret CCC noted:

I've called other schools but it's hard to have those connections that stay permanent because the staff moves on. There is no official collaboration so the informal ones are harder to maintain. It's important that both administrators have the communication in place to bridge those gaps between the two since no formal arrangement is in place to force communication between the two schools.

Fred CSU had a more blunt observation on the relationship between the CSU and CCC when he noted:

We need to all understand our roles (community college, CSU, and UC) to work together and we need to solidify our communication. I think that the CSU needs to know we are at the higher level of the transfer chain and the community college needs to know we are not equal partners with them. We need to trust each other's advising so we can all be on the same page.

Other administrators did not see any need to further improve relations between CCC and CSU. Faith CCC noted, "In my experience the relationship is real good. The problem some students have is that they don't know that both schools have different rules on specific things. But in regards to the transfer path we work really well together."

Sandra CSU agreed in her statement:

From what I've seen community college counselors do a great job in communicating with the CSU so we really try and have a seamless transfer for

students. They'll come to me and ask me specific questions but it might have to do with the relationships I have with them. It's important that community college counselors have a contact to call at a CSU.

In summary for research question four, administrator differences between CSU and CCC centered on communication and understanding each other's role in the transfer process. However, criticism of each other's institutional factors was not evident during the interviews and both administrators maintained a positive attitude about the other's process. The administrators that did not see the need for improvement already had clear channels of communication with each other. Clearly, pockets of informal communication exist between institutions, but no formal arrangement exists.

Summary

The follow-up qualitative data gathered strengthened and further supported the quantitative data. The qualitative findings did not disconfirm the initial quantitative findings. For research question one, specific transfer factors were identified that both helped and hindered Latino transfer students. Latino students were negatively influenced by environmental issues of cost, location, and family factors. Having high drive, motivation, and desire allowed them to overcome the barriers. They faulted other students that did not make it through the transfer pipeline as lacking the same drive and motivation. Additionally, the specific institutional factors of advising and targeted transfer programs were identified as the most important institutional factor that affected Latino transfer students both positively and negatively.

For research question two, administrators perceived environmental and institutional factors as strong influences on the transfer process while not placing the

same emphasis on individual items such as drive and motivation as students themselves had cited. Administrators tended to perceive institutional factors as having a higher influence on transferring while blaming institutional barriers on lack of resources, leadership, or funding.

The qualitative data for research question three allowed a comparison of the perceptions of both students and administrators. Administrator interviews confirmed that they perceived a negative emphasis on individual factors while Latino students that were interviewed used those same factors to help motivate and drive them. The data showed that students attributed the lack of similarities between the two populations to a lack of understanding student concerns and backgrounds. Students felt administrators heavily valued administrative and institutional issues rather than individual issues. The administrators that were interviewed agreed with students that all three transfer factors were important despite the fact that data showed that the overall administrator survey population favored institutional factors.

Finally for research question four, most administrators from the CSU and CCC system agreed that informal communication that they had developed with one another allowed for good communication but that maintaining that communication was more difficult than formal relationships would be. As a consequence the institutional processes found in other organizations were not always understood by other administrators, a result backed up in the survey data. A more formal bridge between the two systems would lead to better understanding of each other's role and therefore also help students. The information gathered from the survey and follow-up interviews was used to identify what the transfer process lacks and to recommend improvements.

CHAPTER VI: CONCLUSIONS AND IMPLICATIONS

Low transfer rates for Latino students are a critical aspect of higher education research. The clogged transfer pipeline for Latino students directly affects their overall educational attainment. The Latino population group, despite increased higher education enrollment, continues to lag behind other groups in attaining a bachelor's degree (Fry, 2002). This will become a significant problem in the overall population in the coming decades as the Latino population continues to increase, especially in California.

Studying the perceptions of Latino transfer students and administrators on the transfer process from a California Community College (CCC) to the California State University (CSU) system clarified specific areas of the transfer process that both populations perceived needing improvement. The conclusions in this chapter are based on the following four research questions developed for the study: 1) the perceptions of Latino students on the transfer process, 2) the perceptions of college administrators on the transfer process, 3) a comparison of transfer perceptions between Latino students and college administrators, and 4) a comparison of transfer perceptions between community college administrators and CSU administrators. The results of perceptions among Latino students and administrators and differences and similarities between them were important to analyze to recommend changes and improve transfer rates. In addition to examining the differences and similarities, the results were also examined through the lens of critical race theory (CRT) in order to provide a theoretical foundation.

The mixed methodology employed in the study allowed an initial quantitative examination of perceptions of Latino transfer students and administrators on the transfer process through the use of an online survey. The subsequent qualitative study further

examined in detail the results from the survey data by employing targeted interviews with several Latino students and administrators. The results presented in the previous two sections were used to form conclusions, to suggest future research, and to recommend improvements to the Latino student transfer process.

Conclusions

The following is a summary of the conclusions drawn from the results of the quantitative and qualitative studies. Further detail including theoretical explanations for the results is provided in subsequent sections for each research question.

Research Question One (Student Perceptions)

1. Latino student perceptions indicated a high influence from all three transfer factors (institutional, environmental, individual).
2. Students displayed high drive and motivation that allowed them to overcome barriers.
3. The specific institutional factors of advising and targeted transfer programs were identified as the most important institutional factors that affected students both positively and negatively.

Research Question Two (Administrator Perceptions)

1. Administrators tended to perceive institutional factors as having a higher influence on transferring than others, while blaming institutional barriers on lack of resources, leadership, or funding.
2. Administrators viewed student individual factors as having a weaker influence on successfully transferring.

Research Question Three (Comparison of Perceptions)

1. Few similar items were found on which both populations agreed.
2. Administrators did not place the same high value on individual factors that Latino transfer students did.
3. Administrator perceived a negative emphasis on individual factors while Latino students used those same factors to help motivate and drive them in positive ways.

Research Question Four (Comparison of CCC and CSU Administrator Perceptions)

1. CSU and CCC administrators both valued their own institutional factors over the same institutional factors found in the other system.
2. Lack of formal communication between the two systems contributes to favoring one's own institutional factors over others.
3. Communication and an understanding of the roles of both institutions were deemed critical by both groups of administrators.

Research Question One: Latino Student Transfer Perceptions

One of the areas on which the research study focused was the following: What factors do Latino transfer students perceive to be the most and least influential on the transfer process from a community college to a California State University campus? The results from research question one demonstrated that Latino students perceived all three transfer factors (individual, environmental, and institutional) as having a strong influence during their transfer admissions process.

Data gathered from the survey showed a coherent and recurrent theme from Latino students, despite the fact that Latino students involved in the survey and interviews came from diverse personal and academic backgrounds. Many Latino students did not have options of attending a community college while others did so only

because of financial savings. Many others were first generation college students while others had a strong history of educational achievement in their family. Nonetheless, the survey data showed that the majority of Latino students placed a high positive influence on the transfer process from all three major transfer factors: individual, environmental, and institutional. Students equally valued the three transfer factors identified by past research by Suarez (2003), Gloria et al. (2005), Brawer (1995), and Nora (1987) as having a direct and positive influence on their transfer path. They also identified personal experience factors (a combination of individual and environmental items) as negatively influencing them during the transfer process.

Subsequent interviews showed that the strong dichotomy of personal experience items was prevalent in Latino students. Students identified external influences such as cost, location, family, and lack of advising as detrimental to their transfer career. Interviewed students also reported positive personal experience items such as high motivation, drive, and intent to transfer that helped offset negative influences. Their high motivation overcame the obstacles placed by environmental and institutional factors. The results support the research of Suarez (2003), Nora (1987), and Castro (2006) who also identified strong individual factors in predicting transfer success.

The role of advising was also a key finding that affected Latino students during their transfer process. Latino students that successfully transferred identified poor or sparse advising as the key institutional obstacle they faced while also identifying targeted transfer programs and one-on-one advising as strong positive influences that helped them transfer. Interestingly, interviewed students did not identify institutional obstacles as the primary block in their transfer career. The highly motivated students believed that less

successful fellow students did not demonstrate the same motivation and intent to transfer that the interviewees had used to overcome the same obstacles. Explanations for the student results were explored using the theoretical framework of CRT.

CRT has a cultural capital component that attempts to explain the movement of minorities in organizations built by the dominant population (Alexander et al., 2007; Valadez, 1993; Yosso, 2005). Cultural capital is built through the use of social knowledge as a person progresses through a system. Social knowledge is critical to have to successfully navigate in organizations such as higher education institutions. Cultural capital postulates that minorities that lack social knowledge established and set by the dominant population are not as successful (Valadez, 1993; Yosso, 2005).

Lack of knowledge of the educational system was a survey item that scored high for both Latino students and administrators. It was the only item that both populations agreed negatively influenced transfer rates. During interviews 6 of 11 Latino students interviewed acknowledged their own lack of knowledge of how college worked especially in their first few semesters. The lack of cultural capital at the beginning of a student's career led to delays during their transfer process by not taking the appropriate courses or not knowing the rules of the institution concerning registration or requirements. The results supported the research of Deil-Amen and Rosenbaum (2003) and Valadez (1993).

How much cultural capital contributes to Latino students not transferring is unclear. Interviews and survey data were not taken from students that did not successfully traverse the transfer pipeline. The specific role of cultural capital is difficult to measure on students that succeeded. Even if a lack of cultural capital was evident in

Latino students that were studied, it was also clear that they were either able to acquire the right capital to succeed, or their high drive and motivation offset any deficiencies in cultural capital.

Interestingly, CRT was also identified in student responses concerning why their fellow classmates were unsuccessful. CRT has a deficit thinking component that attempts to explain the role that race plays in communication and interaction between minorities and people that have power over them. In the educational setting, deficit thinking manifests itself with teachers or administrators (whether consciously or not) setting lower bars of success for minority students. Minority students respond by only meeting the lowered expectations for success put in front of them (Valencia, 1997).

Deficit thinking, while originally expected from administrators was also found in student responses about their classmates. Several students that were interviewed faulted other students for not having the same high drive and motivation they had, despite not knowing the full extent of the factors that were affecting their classmates. Deficit thinking in successful students was an unexpected outcome of the research.

Research question one identified the key obstacles that students faced but more importantly identified key factors that helped students during the transfer process. Strong advising and institutional programs centered on advising were the best institutional factors that helped students but students realized that strong internal motivation and desire to transfer was equally important as well. Conversely, lack of advising was the biggest perceived hindrance for Latino students although they tended to fault other students' lack of motivation for failing to adapt and overcome obstacles. Research question one demonstrated that the drive, motivation, and desire of Latino transfer

students was the most important factor for them to succeed, while also recognizing the affect that both good and bad advising had on Latino students. When administrators were asked the same questions in research question two they focused on different transfer factors.

Research Question Two: Administrator Transfer Perceptions

A second area of the research study was the following: What do college administrators perceive to be factors that assist and hinder the transfer process for Latino transfer students from a community college to a California State University campus? The survey results from research question two demonstrated that administrators perceived Latino students' individual factors as having a weaker influence during the transfer admissions process than institutional or environmental factors. Institutional factors ranked the highest for administrators as they perceived those factors as having the strongest influence on Latino students.

Follow-up interviews with administrators were conducted to further investigate the findings. Interviews with administrators from various institutions involved in the study demonstrated that administrators focused on institutional and environmental factors and rarely discussed students' individual factors. Administrators mostly discussed institutional factors as contributing to the transfer process including the role of advising. Administrators acknowledged inadequate advising in the community college and blamed a lack of funding.

When pressed to discuss student issues, most centered on environmental factors such as cost, location, and family support as important personal experience factors. Administrators rarely mentioned individual factors such as drive and motivation that

students had listed. The few individual factors that were discussed centered on the lack of academic preparation and the role that remediation played in Latino students.

Explanations for the administrator results were explored using the theoretical framework of CRT and higher education organizations.

CRT can be applied to higher education organizations and to administrator responses to the transfer process by examining the second tenet of higher education CRT: American society is built on property rights controlled by the dominant population (Patton et al., 2007). While this tenet may not seem to apply to the administrator interview data under closer examination patterns of the tenet are applicable.

The main assertion in the second tenet of CRT postulates that the American system of power is built on the concept of property rights and is derived and granted through the use of ownership of land (Patton et al., 2007). In this particular case the second tenet of CRT can be useful to examine the power organizations wield over individuals. In the case of higher education, power is derived by the people who own and operate the organizations in which students find themselves. Students lack ownership so they must adapt, traverse, and follow the structures set upon them by the people in power (Ladson-Billings & Tate, 1995). Administrators have all the power to set, establish, build up, or tear down systems while students must traverse the paths set in front of them in order to succeed.

When considering factors that influence the transfer process, the survey and interview data support the research by Ladson-Billings and Tate (1995) and Solorzano et al. (2005) that administrators would highly value systems and organizations they built. Administrators would not focus on individual factors since student factors have no power

to influence organizations and therefore have no power. The second tenet of CRT supports the idea that administrators would care more about institutional issues since power and structure is derived from those organizations and not from student factors which hold less power (Ladson-Billings & Tate, 1995; Solorzano et al., 2005). The dichotomy of student views versus administrator views was further explored in research question three.

Research Question Three: Comparison of Transfer Perceptions

A third area of the research study was the following: To what extent do college administrator perceptions of the transfer process correlate with Latino transfer student perceptions? The quantitative results from research question one and two demonstrated that Latino student and administrator perceptions on what influences the transfer process were very different. Both populations agreed that economic factors were a major factor for students while academic preparation did not positively influence transfer rates. From that point forward, most perceptions from Latino students and administrators differed. Administrators rarely mentioned individual factors such as drive and motivation as influencing the transfer process, while students ranked them very high.

When asked by students during their interviews to list reasons why this lack of similarity existed they gave blunt assessments on perceptions of college administrators. Students strongly believed that administrators could not place themselves in the same situations as students. Students felt that either administrators cared only for their own institutional factors, or they were not in touch with student concerns which dealt mainly with personal experience factors. Surprisingly students, while having strong views on why this occurred, did not assign blame to this particular area. Students who successfully

transferred simply adapted to whatever obstacles or challenges that were placed before them, which included both environmental and institutional factors.

Ironically, administrators that were interviewed agreed with students that all three factors were positive influences on transfer rates despite quantitative data showing that administrators favored institutional factors over others. The results from question three hinted that future improvements in the transfer process will come with improved communication between students and administrators. Explanations for the differences in perceptions were explored using the deficit thinking component found in the theoretical framework of CRT (Valencia, 1997).

In the administrator interviews, deficit thinking was not clearly evident in either survey or interview data. Half of the administrators were Latino themselves or worked with Latino students and staff daily, so outward signs of deficit thinking were not found. Latino student responses were strong, however, when data was shown to them that administrators valued institutional factors over individual factors. Latino students that were interviewed had strong reactions to the data and perceived that administrators were not in touch with student concerns, lacked the understanding of student issues, or would only focus on institutional factors rather than student concerns.

Deficit thinking may not have existed in the administrator survey or interview data but the students' responses suggested that students believed that deficit thinking was present among administrators. Deficit thinking of this type is not built on race but on social structure and hierarchy and tied to institutional power. Administrators perceived a higher value in institutional factors and less on student issues. Latino students that were interviewed interpreted a disconnect between what administrators and what students

valued during the transfer process because of the difference in social structure. Latino students indicated administrators would not be able to value student concerns because of their differences. Research question four was created to further explore whether this conflict was also found between administrators in different systems.

Research Question Four: Comparison of Administrator Transfer Perceptions

The finale area of this research study was the following: To what extent do California State University administrator perceptions on the transfer process correlate with community college administrator perceptions? Survey data demonstrated that CSU and CCC administrators ranked their own institutional factors over their counterparts from other institutions. Interviews with administrators showed that this difference was mainly due to a lack of formal communication between the two systems. Administrators in many cases did not understand or were not informed of the procedures of other systems and the frequent changes associated with transfer admissions.

When interviewees did indicate good relationships existed between administrators from other institutions it was because of the establishment of informal ties between administrators. Administrators acknowledged, however, that this type of informal communication was difficult to maintain. Communication and an understanding of the roles of both institutions were deemed critical by both types of administrators. Strengthening this communication is also an important factor towards improving the transfer process for Latino students.

The results from research question four highlight the research of Rendon and Valadez (1993) and Suarez (2003) which stressed the importance of shared responsibility that institutions must establish in order for the transfer process to work. Institutions must

establish formal and clear lines of communication and responsibility in order for students to successfully transfer (Suarez, 2003). The results of this study showed how a lack of formal responsibility led administrators to establishing informal communication to ensure the transfer process worked. The relationship between community college and CSU administrators was not subject to CRT themes. Institutional responsibility involves organization theory which was not a subject of the research study. All of the results from the four research questions, however, have major implications for future research.

Summary

The four research questions in the study attempted to measure and compare the perceptions of Latino students and administrators during the transfer process. Results showed that both populations valued different areas of the transfer process. As shown in figure six below, the role of critical race theory played an important role in understanding how the two populations interacted with each other during the transfer process. Latino students depended on strong individual factors such as high drive and motivation to succeed despite lacking an understanding of the college system necessary for success. Despite their success, many successful transfer students displayed deficit thinking towards classmates who were not successful in transferring. Since unsuccessful transfer students were not a focus of this study, reasons for their inability to successfully transfer is unknown. Administrators, on the other hand, valued institutional factors over individual factors in the transfer process. By doing so, administrators exhibited a form of deficit thinking built on social hierarchy and power over transfer students. The results have implications for future research: the role of motivation in Latino transfer students,

the role of advising during the transfer process, and the lack of communication among students and administrators.

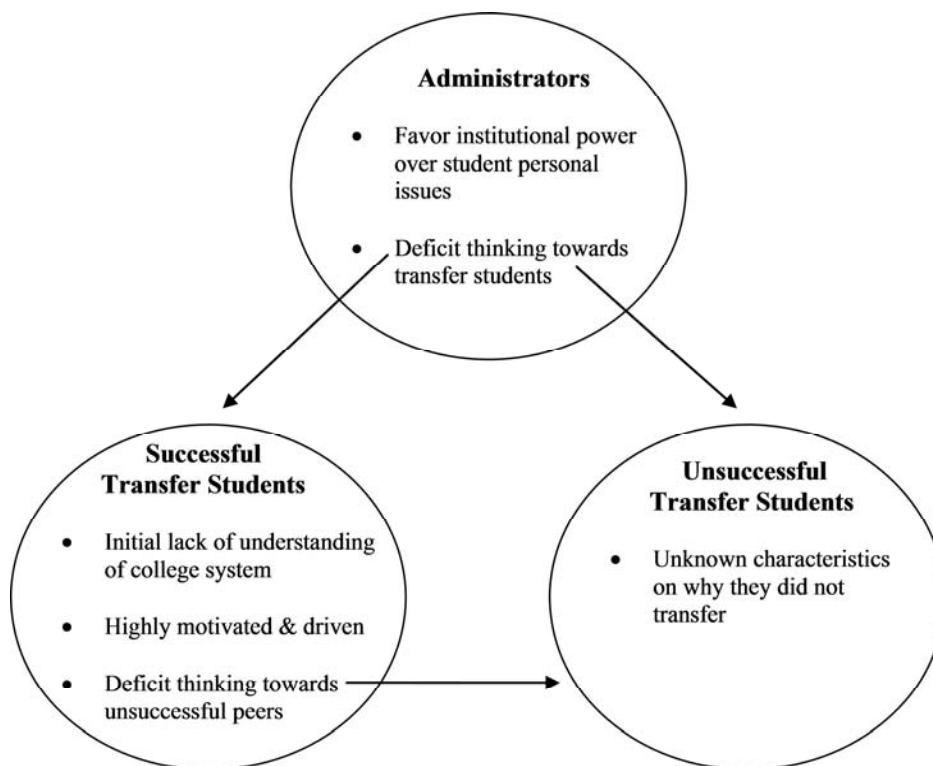


Figure 6. Critical Race Theory in the Latino Transfer Process.

Implications for Future Research

The data from the surveys and interviews resulted in key findings that have an impact for future research on Latino transfer students. Implications for current and future research on Latino students is particularly strong in the following three areas: high motivation among successful Latino transfer students, the role of positive and negative advising in the transfer process, and improving communication between Latino students and administrators and communication between institutions. The three areas show good promise in positively affecting current and future research on the transfer process.

Student Motivation

One of the key results of the research question that examined Latino student perceptions was the important role that student motivation, drive and intent to transfer plays in the transfer process. Items that were identified by the Latino transfer student population in the survey with high positive influence on transferring were also frequently mentioned during student interviews. Their high drive and motivation, and intent to transfer helped them overcome environmental, institutional, and other individual obstacles. Research by Suarez (2003), Nora (1987), and Castro (2006) supports the idea that students use obstacles and hindrances as motivation to succeed. The results of this dissertation, however, expanded on previous research by showing how administrators frequently overlooked the high motivation and drive displayed by successful students. The data suggests a student's motivation is not adequately identified by administrators as key to success in transferring.

Future research on transfer students should focus on the role that internal characteristics play in student success and how specific institutional programs and systems can be used to encourage and foster positive student characteristics in all students. In addition, the dichotomy of high drive and motivation displayed by students and its subsequent absence in administrator perceptions should be further studied. Motivation and drive by students can also be affected by the type of advising they receive.

Advising

Another important ramification from the two studies showed the dual role that advising played in affecting Latino transfer students. Lack of advising or misinformation

led either to students self-advising or becoming discouraged. Good advising and the role of targeted transfer programs were extolled by both students and administrators as key indicators for a successful transfer process. Students that were able to find a good advisor benefited from their mentoring and knowledge. Students who belonged to specific transfer programs displayed the same satisfaction.

Conversely, bad advising led to delays and even to students not completing the transfer process at all. The results were in line with the research of Rendon and Valadez (1993) and Alexander et al. (2007) who highlighted the damage of inadequate advising on transfer students. Furthermore the research by Castro (2006) showed that weak institutional factors such as bad advising adversely affect students with weak individual characteristics more than they damage students with strong individual characteristics. The results from this study supported previous findings by showing how successful students who received weak advising were affected but were able to overcome the obstacles because of their high drive and motivation. Future research should therefore focus on advising and the role it plays on students with weaker individual traits.

Future research should further focus on the specific roles that advising (both good and bad) play in helping students with their intent to transfer. Administrators specifically identified the importance of advising during the transfer process, while students admitted both good and bad advising existed and were powerful factors during their transfer process. The implications for future research suggest that advising is the most important institutional factor that should be studied when attempting to improve the transfer process. Further research in this area will add to the importance of this institutional factor when future funding and expansion is considered.

Communication

Finally, one of the most important implications for the research done on Latino transfer students comes from both student and administrator populations. Both agreed that improved communication between students and administrators and between institutions was critical to improving Latino transfer rates.

Communication between Latino transfer students and administrators was critical to the transfer process. The results from research question three helped illuminate the lack of communication that existed between Latino students and administrators. Students were unsure what courses to take or did not feel that community colleges provided enough information to them. Administrators did not seem to understand transfer students and the complexity of the individual factors that they brought to school. Latino students realized that individual factors were critical areas that affected their transfer process while administrators focused on institutional factors.

The research results support the findings by Ornelas and Solorzano (2004) and Suarez (2003) in their study of institutional commitment. Ornelas and Solorzano (2004) identified the importance of establishing a transfer culture where the needs of transfer students and the importance of transferring is paramount in an institution's mission. A lack of a good transfer culture leads to miscommunication and to the misunderstandings between students and administrators that were described in these research findings. The research showed how a weak transfer culture can negatively affect students. Future research should focus on the importance of establishing a strong transfer culture and an institutional commitment to transferring.

Administrators also identified a lack of communication between CSU and CCC institutions. The same of a lack of communication manifested itself with administrators that did not know the specific changes to admission requirements. Administrators are forced to establish informal lines of communication that are easily broken by staff turnover. Clearer, more established lines of communication affect all institutions and more importantly the transfer student. The findings supported the research Rendon and Valadez (1993) and Suarez (2003) who confirmed that institutions must cooperate and establish clear lines of communication through shared responsibility in order for the transfer process to be successful. This research showed how administrators established informal lines of communication. Future research should be done on examining how formal institutional relationships can affect student success. These same themes could also be used to improve current administrative practices.

Implications for Current Practice

The study conducted on student and administrators showed various ways that transfer factors affect Latino students during their transfer career. The following recommendations for improving the transfer process were a direct result of the findings from the quantitative and qualitative results: improving the role of the Associates of Arts (AA) degree in the transfer process, expanding the role of advising both in funding and with targeted transfer programs, and improving student-administrator communication and institutional communication between CCC and CSU institutions.

Both Latino students and administrators continually mentioned the role that the AA degree played during the transfer process. Some student interviewees received their AA while others realized it would not serve them in their quest to transfer.

Administrators continually stated that the pitfalls and caveats for pursuing an AA were clearly stated. Debating the actual benefits of an AA is not the focus of the recommendation. What is needed is a streamlined process for students to receive their AA and complete their transfer requirements to keep students moving forward to a four-year degree. In the qualitative study, several students took longer to transfer because of their pursuit of the AA degree.

In October 2010, California Senate Bill 1440 was signed into law making a true AA degree to bachelor's degree transfer path a reality (CCCCO, 2010). The law calls for the creation of specific transfer AA degrees to guarantee admission to the CSU system for students, attempting to solve the problem of students taking longer to complete their transfer requirements. There are many details in the actual implementation of the law that are currently being resolved. The problem of straight articulation of community college courses to CSU degree requirements remains a key stumbling block because not all community colleges have the same course offerings and degree requirements for CSUs differ by campus and by major. In the past, students would sometimes register for courses that were not needed. The new transfer degree attempts to streamline the process by establishing a formal relationship that both community colleges and CSU campuses must follow. Even though there are challenges ahead, it is critical that both community colleges and CSU campuses fully embrace the transfer degree during all aspects of communication, recruitment and admission processes in order for the new degree to benefit transfer students. Despite the attempt to solve one particular part of the transfer path, advising remains a critical obstacle for students that must be addressed as well.

Advising remains the key institutional factor that must be addressed at the community college system. Improvement can be approached in two different ways. First, there must be increased funding for counseling and training of staff to allow better advising for students. Currently the shortage of manpower or training for counseling forces students to self-advise or receive inadequate advice. Interviews showed that students that are highly motivated and driven overcome these obstacles. Other students without this motivation struggled. Strong advising and well funded programs are necessary to help Latino transfer students who may need the help and one-on-one advising because they may lack the strong preparation and drive that other Latino students displayed. Finally, with increased advising, mandatory advising that is already required in the CSU system must be implemented as well. Mandatory advising forces students to meet with counselors before any further course registration can be done. It is at this point that students and counselors can establish the necessary communication to help students decide on their career path and eliminate the inefficient time at a community college that many students experience.

The second option for improving advising is to establish or expand targeted advising programs in which transfer students can participate. Interviews showed that few transfer students belonged to such programs due to limited budgets. The benefits of such programs were clear, however, in the way students received one-on-one advising and counseling that made their transfer process a smooth one. Even when the successful implementation of a formal transfer degree is established, students will still require solid advising by community college counselors in order to progress through the transfer process. Increasing funding for advising allows more potential transfer students to be

reached either by increased mandatory advising or by participating in targeted transfer programs designed to give them the individual attention that has been shown to help transfer students succeed.

Finally the data from both the surveys and interviews showed a true disconnect between what Latino students and administrators valued during the transfer process. Both populations identified the personal experience factors that affect them however the successful Latino students were able to use other individual factors to help them succeed. Administrators were not able to identify those same student factors and concentrated on institutional and environmental factors. With increased advising comes better communication between the two populations. Communication will not only improve advising but also establish better understanding among administrators about what challenges students face during the transfer process. Increased communication will benefit students by increasing their understanding of how the college system works and which institutional factors are important for them to work with.

The same lack of communication was also evident for CCC and CSU administrators. While pockets of excellent informal communication and bridges existed between the two systems, a formalized system should be established. Formal communication can be established with more programs and links between CCC and CSU institutions, formal relationships between administrators through liaisons, and more open communication among CCC and CSU schools. Currently this communication is more voluntary than mandatory which leads to only pockets of success instead of overall improvement.

Increasing communication between students and administrators and among administrators from different systems involves the complete overhaul of how community colleges and CSU campuses approach the transfer process. A commitment to transfer and recognition of shared responsibility by both CCC and CSU institutions is essential for improving communication between all parties. Improving communication, increasing good advising, and improving formal transfer processes through the transfer degree are all important steps needed to improve transfer rates for Latino students.

Summary

The survey and interview data gathered in this research study on the transfer process for Latino students not only answered the four research questions proposed initially, but also set the framework for future research studies. It also established clear areas to consider to improve transfer rates for Latino students. Finally, critical race theory when applied to the results allowed a framework showing how race, power, and social structure all play a role in the transfer process.

This study showed that successful Latino students displayed enough high motivation and desire to transfer to offset any challenges they faced in their journey. Administrators tended to focus their attention on institutional factors such as advising when examining the transfer process from their viewpoint. This difference in perceptions illustrated the disconnect that both Latino students and administrators felt about the transfer process. Finally a lack of formal relationships accounted for why CCC and CSU administrators differed on their understanding of each other's procedures.

Implications for future research focused on continuing to study high student motivation, the impact of both positive and negative advising on transfer students, and

the importance of communication between students and administrators and between institutions. Recommendations that can be used in practical programs include an increase in funding for advising to support more one-on-one advising, an increase in targeted transfer programs, correct implementation of the transfer degree that was recently passed, and establishing formal ties with community colleges and CSU campuses to help both Latino students and administrators. Focusing future research and practical programs in the areas mentioned will target specific areas identified by Latino students and administrators during the research study as critical for a successful transfer process.

By employing a mixed methods strategy, complete data from both Latino students and administrators allowed for a thorough comparison of perceptions on the transfer process. This study identified several areas for future research on Latino higher education and also for improving the transfer process. It is hoped that the results and conclusions from this study will add to the growing research on Latino students and serve as a practical guide for administrators to improve transfer rates for Latino students.

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APPENDIX A: VALIDITY PANEL COVER LETTER

October 21, 2009

Dear Colleague:

My name is Andy Hernandez and I am a doctoral student at the University of San Francisco's Organizational and Leadership program. I would like to ask you to review and critique the survey instrument that I will use in my doctoral research.

My research interest is in studying the perceptions that Latino transfer students have in the institutional, environmental and individual factors that are found during their transfer from a California Community College (CCC) to a California State University (CSU) campus. I am then going to administer the same survey to CCC and CSU administrators and measure their perceptions of the same factors as well. Finally an analysis of the similarities and differences among all of these views will be done.

I have enclosed a link to the online survey, a response sheet to the survey, and a pdf copy of the survey that you can use as a reference when you fill out the response sheet. Your review of the survey will assist me in establishing the validity of the survey instrument. I would like you to review the survey, complete the response sheet, and return it by November 6, 2009.

I realize that you are a busy person and I am very grateful for your assistance. Thank you for your participation and cooperation in this study. If you have any questions please give me a call or email me.

Sincerely,
Andy Hernandez

APPENDIX B: VALIDITY PANEL RESPONSE SHEET

Please take the online survey and then answer the following questions. A printed copy of the survey is also enclosed for your reference. Thank you for your assistance.

Length:

How long did it take you to complete the survey?

Was the length too short, too long, or about right?

Format:

Were the survey instructions clear?

If not please suggest changes:

Face Validity:

Do all items in the survey appear relevant to the topic?

If not please suggest changes:

Content Validity:

Do items in each section of the survey appear to represent the content relevant to each appropriate section?

If not please suggest changes:

Construct Validity

Does the survey appear to measure the perceptions that Latino students or college administrators have of the factors found during the transfer admissions process?

Item Analysis

Were any particular questions unclear?

Were any particular questions irrelevant?

Do you have any additional comments?

Demographic Questions:

Name:

Higher Degree Held:

Years Working in Higher Education:

APPENDIX C: STUDENT CONSENT EMAIL

Dear {FIRST_NAME} {LAST_NAME}:

My name is Andy Hernandez and I am a doctoral student at the University of San Francisco (USF). I am inviting you to participate in a survey on your transfer experience to a California State University (CSU) campus. As an incentive, if you complete the survey, you will be entered in a drawing for a \$100 Best Buy gift card.

You are being asked to participate in the study because you are in a select population of recent Latino transfer students to {1} and your opinion on your experience is critical for my study. You will be asked a variety of questions about your transfer experience. If you choose to do so, please complete the survey within 24 hours. It should take you less than 10 minutes to complete.

Other than the drawing there will be no direct benefit to you from participating in the study. The anticipated benefit of the study is a better understanding of the transfer factors that influence the transfer process of Latino students in the Central Valley.

I do not know of any risks to you if you decide to participate in the survey. Since there will be a need to track who has responded for the gift card drawing your responses will not be anonymous to me. However I guarantee that your responses will be kept strictly confidential which includes following strict procedures on data security. Your responses will not be identified with you in any way.

Your participation is strictly voluntary. Regardless of whether you choose to participate, please let me know if you would like a summary of my findings. To receive a summary, please email me at ahernandez5@usfca.edu.

If you have any questions or concerns about completing the survey or about being in the study, you may contact me at ahernandez5@usfca.edu or 559-XXX-XXXX. You may also contact my advisor, Dr. Christopher Thomas at cnthomas@usfca.edu or 415-422-2042.

The study has been approved by the Institutional Review Board (IRB) at USF and {1}. If you have any questions about your rights as a research study participant, you may contact the chair of the IRBPHS at USF, which is concerned with protection of volunteers in research projects. You may reach the IRPHS office by calling 415-422-6091 or email at IRBPHS@usfca.edu or writing to IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Thank you and I hope you will take the time to complete the survey.

Sincerely,
Andy Hernandez

APPENDIX D: STUDENT REMINDER EMAILS

Dear {FIRST_NAME}:

A couple of days ago I invited you to participate in a survey on your transfer experience to \${1}.

You were asked to participate in the study because your opinion on your transfer experience is very critical for my dissertation. If you are still interested in participating please take time to complete the survey.

Remember as an incentive, if you complete the survey, you will be entered in a drawing for a \$100 Best Buy gift card.

I would appreciate it very much if you spend the 7 minutes it takes to complete the survey. However, if you do not wish to receive anymore emails you may opt out by clicking on the unsubscribe link found at the bottom of this email.

Sincerely,
Andy Hernandez

Dear {FIRST_NAME}:

The transfer experience survey that you were contacted about previously is about to close, but I would like to ask you one final time to consider participating in my study. Regardless, this will be my last email and you will no longer receive any more communication from me. If you are still interested in helping with my study please complete the survey.

The last day to complete the survey is this Wednesday, April 28th and the drawing for the \$100 Best Buy gift card for participating will promptly be conducted on Thursday, April 29th. Based on current participation your odds of winning are 1 in 200. Please consider spending the 7 minutes it takes to complete the survey. Thank you.

Sincerely,
Andy Hernandez

APPENDIX E: ADMINISTRATOR CONSENT EMAIL

Dear {FIRST_NAME} {LAST_NAME}:

My name is Andy Hernandez and I am a doctoral student at the University of San Francisco (USF). I am inviting you participate in a survey on Latino perceptions on the transfer process from a community college to a CSU campus. I have received permission from \${custom1} to contact you about the study.

You are being asked to participate in the study because you have been identified as an individual that works with or advises transfer students and your opinion is critical for my study. You will be asked a variety of questions about Latino students and their transfer experience. If you choose to do so, please complete the survey within 24 hours. It should take you less than 10 minutes to complete. The survey is found below:

<SURVEY_LINK>

There will be no direct benefit to you from participating in the study. The anticipated benefit of this study is a better understanding of the transfer factors that influence the transfer process of Latino students in the Central Valley.

I do not know of any risks to you if you decide to participate in the survey. Since there will be a need to track who has responded for sending our reminders, your responses will not be anonymous. However I guarantee that your responses will be kept strictly confidential which includes following strict procedures on data security. Your responses will not be identified with you in any way.

Your participation is strictly voluntary. Regardless of whether you choose to participate, please let me know if you would like a summary of my findings. To receive a summary, please email me at ahernandez5@usfca.edu.

If you have any questions or concerns about completing the survey or about being in this study, you may contact me at ahernandez5@usfca.edu or 559-XXX-XXXX. You may also contact my advisor, Dr. Christopher Thomas at cnthomas@usfca.edu or 415-422-2042.

The project has been approved by the Institutional Review Board (IRB) at USF. If you have any questions about your rights as a research study participant, you may contact the chair of the IRBPHS at USF which is concerned with protection of volunteers in research projects. You may reach the IRPHS office by calling 415-422-6091 or email at IRBPHS@usfca.edu or by writing to IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Thank you and I hope you will take the time to complete the survey.

Sincerely,
Andy Hernandez

APPENDIX F: ADMINISTRATOR REMINDER EMAILS

Dear {FIRST_NAME}:

A couple of days ago I invited you to participate in a survey on the transfer experience to a CSU campus.

You were asked to participate in the study because your professional opinion on the transfer experience is very critical for my dissertation and for future research on improving transfer rates for all students. If you are still interested in participating please take time to complete the survey below:

<SURVEY_LINK>

I would appreciate it very much if you spend the 7 minutes it takes to complete the survey. However, if you do not wish to receive anymore emails you may opt out by clicking on the unsubscribe link found at the bottom of this email.

Sincerely,
Andy Hernandez

Dear {FIRST_NAME}:

The transfer experience survey that you were contacted about previously will close this Wednesday, April 28th, but I would like to make one last request to consider participating in my study. Regardless, this will be my last email and you will no longer receive any more communication from me. If you are still interested in helping with my study you will find the survey link below:

<SURVEY_LINK>

You are part of a special group of less than 100 administrators in the Central Valley that work with transfer students so your participation in my survey will be greatly appreciated. Please consider spending the 7 minutes it takes to complete the survey. Thank you.

Sincerely,
Andy Hernandez

APPENDIX G: TRANSFER PROCESS PERCEPTION SURVEY (STUDENT)

Thank you for taking the time to complete the survey. Below you will find 36 statements related to your experience during your transfer process. For each statement you are being asked the extent to which you agree or disagree with that particular statement. You may indicate that you strongly disagree, disagree, agree, strongly agree, or that you have no opinion.

Your Community College (CC)

1. I felt the transfer center at my CC had all of the information I needed to transfer.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. I felt a CC counselor was accessible to me when I needed one.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. I felt my CC made transfer students a priority.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. There were enough transfer courses available that I could take to transfer to a university.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. My CC did a good job of promoting transfer courses that I could use for my major.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. The transfer programs available at my CC helped me to transfer to a university.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. My CC counselors gave good advice on what courses I needed to take to transfer.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Professors at my CC supported my academic goals (ex: transferring, graduating).

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. CC faculty and staff were good role models for my own academic progress.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. CC counselors told me what I needed to do after I applied for CSU admission.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. At my CC, getting ready to become eligible for transfer was a smooth experience.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. I felt my CC played an active role in helping me transfer.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your California State University (CSU) Campus

13. The outreach/admissions office had all of the information I needed to transfer.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Outreach/admissions counselors at my CSU were accessible to me.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. At my CSU, I felt they made transfer students a priority.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. My CSU did a good job in transferring General Education courses I took to my CSU transcript.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. My CSU did a good job of transferring the major courses I took at my CC to my major.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. I felt my CSU had good programs to help transfer students such as orientation and advising.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. My CSU admissions/outreach counselors gave me good advice on what I needed to do to transfer.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Professors at my CSU support me in my academic goals (ex: finishing my major, graduating).

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. CSU faculty and staff are good role models for my own academic progress.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. At my CSU campus, I was told what I needed to do after I applied for admission.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. The CSU admissions process was a smooth experience.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. I felt my CSU played an active role in helping me transfer.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Personal Experiences

25. Financial matters played a large role in shaping the decisions I made as a college student.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. The close location of the college I attended was one of the reasons that I chose to go there.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. The community college's cultural environment played a role in attending that school.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. The CSU's cultural environment played a role in attending that school.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. My family or friends encouraged me to go to college.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. I used advice from my family or friends to help me transfer to a university.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. I was motivated by my dreams and goals to attend college.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. My desire to attend college helped me through difficult times at my community college.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. I knew from the beginning that I wanted to transfer to a university when I started community college.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. I was academically prepared well in high school, so I did not have a hard time at community college.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. I was academically prepared well in community college, so I did not have a hard time at my CSU.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. I understood how colleges worked and what I needed to do to transfer before I started college.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Demographic Information

Please fill out the following demographic questions below. Your responses are important for the analysis of the survey results.

37. Age

- 18-20
- 21-23
- 24-26
- 27-29
- 30 or older

38. Gender

- Male
- Female

39. Is English the primary language spoken in your home?

- Yes
- No

40. What was the highest level of education your father completed?

- High school work or less
- High school diploma
- Bachelor's degree (BA, BS, or equivalent)
- Master's degree (MA, MS, or equivalent)
- Advanced graduate degree (PhD, EdD, MD, JD, or other advanced professional degree)

41. What was the highest level of education your mother completed?

- High school work or less
- High school diploma
- Bachelor's degree (BA, BS, or equivalent)
- Master's degree (MA, MS, or equivalent)
- Advanced graduate degree (PhD, EdD, MD, JD, or other advanced professional degree)

42. Would you be interested in participating in a follow-up interview?

- Yes
- No

APPENDIX H: TRANSFER PROCESS PERCEPTION SURVEY (ADMINISTRATOR)

Thank you for taking the time to complete this survey. Below you will find 36 statements related to experiences Latino students have during their transfer process. The statements were originally written from a student perspective but please try and answer them from an administrator perspective. For each statement you are being asked the extent to which you agree or disagree with that particular statement (based on your experience with Latino transfer students). You may indicate that you strongly disagree, disagree, agree, strongly agree, or that you have no opinion.

Community College (CC)

1. The transfer centers at most CCs have all of the information students need to transfer.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. CC counselors are accessible to students when they need one.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Most CCs make transfer students a priority.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. At most CCs there are sufficient transferable courses available for students to take.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Most CCs do a good job of promoting transferable courses that students can take for their major.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. The transfer programs available at CCs help students transfer to a university.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Most CC counselors give good advice on what specific courses students need to take to transfer.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Most professors at CCs support students with their academic goals (ex: transferring, graduating).

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Most CC faculty and staff are good role models that students use for their academic progress.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Most CC counselors help students after they apply to a CSU with advice on deadlines and procedures.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. At most CCs, getting students ready to become eligible for transfer is a smooth experience.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Most CCs take an active role in helping students transfer.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

California State University (CSU) Campus

13. Most CSU outreach/admissions offices have all of the information students need to transfer.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Most CSU outreach/admissions counselors are accessible to transfer students.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Most CSU campuses make transfer students a priority

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Most CSU campuses do a good job in transferring the General Education courses students take to their CSU transcript.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Most CSU campuses do a good job of transferring major courses to a student's major.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Most CSU campuses have good programs to help transfer students such as orientation and advising.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Most CSU admissions/outreach counselors give good advice on what students need to do to transfer.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Most CSU professors support students with their academic goals (ex: finishing major, graduating).

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Most CSU faculty and staff are good role models that students use for their own academic progress.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Most CSU campuses do a good job of informing students what they need to do after they apply.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. The CSU admissions process is a smooth experience.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Most CSU campuses take an active role in helping students transfer.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Latino Personal Experiences

25. Most Latino students' financial matters play a large role in shaping their decisions as a student.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Most Latino students use the close location of the college they attend as a factor in their decision to go there.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. Most Latino students see the CCs cultural environment as a determining factor in attending that school.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. Most Latino students see the CSU campuses' cultural environment as a determining factor in attending that school.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Most Latino students are encouraged by family or friends to attend college.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Most Latino students use advice from their family or friends to help them transfer to a university.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Most Latino students are motivated by their dreams and goals to attend college.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. Most Latino students' desire to attend college helps them through difficult times at a CC.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. Most Latino students know from the beginning that they want to transfer to a university when they start college.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. Most Latino students are academically prepared well in high school, so they do not have a difficult time at their community college.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Most Latino students are academically prepared well in community college, so they do not have a difficult time at their CSU.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36 Most Latino students understand how colleges work and what is needed to do to transfer before they attend college.

Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Demographic Information

Please fill out the following demographic questions below. Your responses are important for the analysis of the survey results.

37. Age

- 20-24
- 25-29
- 30-34
- 35-39
- 40-44
- 45-49
- Over 50

38. Gender

- Male
- Female

39. What is your ethnicity? (U.S. Census Bureau definition)

- Hispanic, Latino, or Spanish origin
- Not Hispanic, Latino, or Spanish origin

40. Years of experience in higher education

- 0-4
- 5-9
- 10-14
- 15-19
- 20-24
- 25-29
- Over 30

41. What was the highest level of education you have completed?

- Bachelor's degree
- Master's degree
- Advanced graduate or professional degree

42. Would you be interested in participating in a follow-up interview?

- Yes
- No

APPENDIX I: STUDENT INTERVIEW INFORMED CONSENT FORM

Purpose and Background

Andy Hernandez, a graduate student in the School of Education at the University of San Francisco is doing a study on the Latino transfer process from community colleges to California State University (CSU) campuses. Past research has been done in different areas of the transfer process including individual, environmental, and institutional factors. This research will focus on all of these factors and will compare the perceptions that students and administrators have on these areas.

I am being asked to participate because I am a Latino transfer student to a CSU campus.

Procedures

If I agree to be a participant in this study, the following will happen:

- I will participate in an interview during which I will be asked about my experiences at my community college and the transfer process to my CSU campus.
- My responses will be recorded via digital tape for transcription at a later time. Afterwards the digital recording will be destroyed.
- My responses may be quoted in the research study however the quotes will not be identified as belonging to me.
- The study will **not** contain any information that may identify me.

Risks and/or Discomforts

- It is possible that some of the questions asked about my transfer experience may make me feel uncomfortable, but I am free to decline to answer any questions I do not wish to answer or to stop participation at any time.
- Participation in research may mean a loss of confidentiality. Records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in locked files at all times.
- Because the time required for my participation may be up to 45 minutes, I may become tired or bored.

Benefits

There will be no direct benefit to me from participating in this study. The anticipated benefit of this study is a better understanding of the transfer process and how it affects Latino students.

Costs/Financial Considerations

There will be no financial costs to me as a result of taking part in this study.

Payment/Reimbursement

There will be no payment or reimbursement for participating in this study.

Questions

I have talked to Andy Hernandez about this study and have had my questions answered. If I have further questions about the study, I may call him at 559-XXX-XXXX or email at ahernandez5@usfca.edu.

If I have any questions or comments about participation in this study, I should first talk with the researchers. If for some reason I do not wish to do this, I may contact the IRBPHS, which is concerned with protection of volunteers in research projects. I may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Consent

I have been given a copy of the "Research Subject's Bill of Rights" and I have been given a copy of this consent form to keep.

PARTICIPATION IN RESEARCH IS VOLUNTARY. I am free to decline to be in this study, or to withdraw from it at any point.

My signature below indicates that I agree to participate in this study.

Subject's Signature Date of Signature

Signature of Person Obtaining Consent Date of Signature

APPENDIX J: ADMINISTRATOR INTERVIEW INFORMED CONSENT FORM

Purpose and Background

Andy Hernandez, a graduate student in the School of Education at the University of San Francisco is doing a study on the Latino transfer process from community colleges to California State University (CSU) campuses. Past research has been done in different areas of the transfer process including individual, environmental, and institutional factors. This research will focus on all of these factors and will compare the perceptions that students and administrators have on these areas.

I am being asked to participate because I am a college administrator that works with Latino transfer students.

Procedures

If I agree to be a participant in this study, the following will happen:

- I will participate in an interview during which I will be asked about my experiences working with Latino transfer students as they go through the transfer process from a community college to a CSU campus.
- My responses will be recorded via digital tape for transcription at a later time. Afterwards the digital recording will be destroyed.
- My responses may be quoted in the research study however the quotes will not be identified as belonging to me.
- The study will **not** contain any information that may identify me.

Risks and/or Discomforts

- It is possible that some of the questions asked about my experiences with Latino transfer students may make me feel uncomfortable, but I am free to decline to answer any questions I do not wish to answer or to stop participation at any time.
- Participation in research may mean a loss of confidentiality. Records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in locked files at all times.
- Because the time required for my participation may be up to 45 minutes, I may become tired or bored.

Benefits

There will be no direct benefit to me from participating in this study. The anticipated benefit of this study is a better understanding of the transfer process and how it affects Latino students.

Costs/Financial Considerations

There will be no financial costs to me as a result of taking part in this study.

Payment/Reimbursement

There will be no payment or reimbursement for participating in this study.

Questions

I have talked to Andy Hernandez about this study and have had my questions answered. If I have further questions about the study, I may call him at 559-XXX-XXXX or email at ahernandez5@usfca.edu.

If I have any questions or comments about participation in this study, I should first talk with the researchers. If for some reason I do not wish to do this, I may contact the IRBPHS, which is concerned with protection of volunteers in research projects. I may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Consent

I have been given a copy of the "Research Subject's Bill of Rights" and I have been given a copy of this consent form to keep.

PARTICIPATION IN RESEARCH IS VOLUNTARY. I am free to decline to be in this study, or to withdraw from it at any point.

My signature below indicates that I agree to participate in this study.

Subject's Signature

Date of Signature

Signature of Person Obtaining Consent

Date of Signature

APPENDIX K: STUDENT INTERVIEW QUESTIONS

1. What motivated you to attend college after you graduated from high school?
2. What would you say were your biggest positive influences that kept you in school while you attended community college?
3. What were some of your biggest challenges while at your community college?
4. Did you have any problems or issues with the advising available at your community college?
5. Describe your experiences with the faculty at your community college?
6. Describe your experience from the point that you were ready to apply to transfer up until you first attended your CSU campus (e.g. problems with the application, advising, confusion on policies)
7. How did your CSU campus (e.g. CSU faculty or counselors) help you with your transferring?
8. If you could do it over again would you go through the transfer process again? Why or why not?
9. What would you recommend be changed with the transfer process?

APPENDIX L: ADMINISTRATOR INTERVIEW QUESTIONS

1. While transfer rates vary from one community college to another they are generally low statewide, what do you think are some of the causes for this low transfer rate?
2. Research on the transfer process shows that transfer rates are influenced by a combination of individual, environmental, or institutional factors. What do you believe is the biggest influence on transfer rates

Follow up: Survey results showed that administrator perceptions on individual factors are lower than institutional and environmental factors. Why do you think this is so?

3. What are some of the biggest challenges that Latino students face while at a community college?

Follow up: Survey results showed that administrators perceived a lower influence from individual factors than students and there were few similar transfer factors that both populations agreed on? Why do you think there is a difference?

4. How would you describe the relationship between community colleges and CSU campuses as related to the transfer process?

Follow up: Why do you think CCC and CSU administrators perceive stronger influence from their own institutional factors than institutional factors from other organizations.

5. What would you recommend be changed with the transfer process?