

DOCUMENT RESUME

ED 296 762

JC 880 321

AUTHOR Belcher, Marcia J.
TITLE Fulfilling the Transfer Mission: A Follow-Up of Miami-Dade Graduates to Upper Division. Research Report No. 87-25.
INSTITUTION Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE Jun 87
NOTE 28p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Graduates; *College Transfer Students; Community Colleges; Educational Attainment; *Enrollment Trends; Followup Studies; Higher Education; Private Colleges; State Universities; *Student Characteristics; Two Year Colleges; *Two Year College Students

ABSTRACT

A study was conducted at Miami-Dade Community College (MDCC) to determine how many MDCC graduates transfer to the State University System (SUS) or private colleges within Dade County; how many have obtained a bachelor's degree; differences in enrollment and graduation patterns based on ethnicity, gender, MDCC campus attended, year of MDCC graduation, or type of degree received; and trends in four-year college choice. The study population included all MDCC graduates who received an associate degree in 1980-81, 1981-82, 1982-83, 1983-84, or 1984-85, who were matched against SUS files and information from private colleges for fall 1981 through fall 1985. Study findings included the following: (1) after 5 years, about 65% of the associate in arts (AA) graduates had enrolled for upper-division study and close to half of that group had graduated; (2) although the four-year college enrollment rate of the Associate in Science graduates was half that of the AA degree holders, almost one-third had enrolled in upper division; (3) among AA graduates, transfer rates were 50% for Black non-Hispanics, 63% for White non-Hispanics, 73% for Hispanics, 62% for females, and 70% for males; and (4) 80% of the MDCC graduates who enrolled in upper division attended a college in the Miami area. (EJV)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

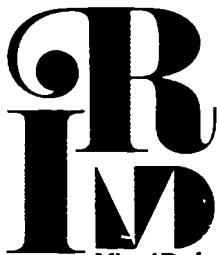
FD 296762

FULFILLING THE TRANSFER MISSION:

A FOLLOW-UP OF MIAMI-DADE
GRADUATES TO UPPER DIVISION

Research Report No. 87-25

June 1987



Miami-Dade
COMMUNITY COLLEGE
District Administration

Institutional Research

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

R. McCabe

M. J. Belcher

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

Miami-Dade Community College

JC 880 321

FULFILLING THE TRANSFER MISSION:

A FOLLOW-UP OF MIAMI-DADE
GRADUATES TO UPPER DIVISION

Research Report No. 87-25

June 1987

Marcia J. Belcher
Research Associate, Sr.

Figures for Tables Prepared by
Eric Einspruch
Staff Associate

OFFICE OF INSTITUTIONAL RESEARCH

John Losak, Dean

Abstract

Transfer is one of Miami-Dade's major missions. Yet little current data is available for assessing the extent that this mission is being met. The last group of M-DCC graduates studied finished community college almost 15 years ago. The characteristics of M-DCC graduates have changed substantially since that time. So has the higher education system. Do the previous results still hold true? In addition, the last study was based only on the State University System, did not include private institutions either within or outside the state, included only A.A. degree recipients, and was a small sample.

Therefore, as a first attempt to study the broad issue of transfer, this study addressed the following questions:

1. How many graduates transfer to the State University System or to private colleges within Dade County?
2. How many have attained a bachelor's degree?
3. Are there differences in enrollment and graduation based on ethnicity, gender, M-DCC campus attended, year of graduation from M-DCC, and type of degree received (A.A. or A.S.)?
4. Where are graduates enrolling for upper division work? What proportion are choosing local private institutions?

This analysis is based on all M-DCC graduates who received an A.A. or an A.S. degree in 1980-81, 1981-82, 1982-83, 1983-84, or 1984-85. Based on social security numbers, the graduates were first matched against State University System tapes from the Fall of 1981 through the Fall of 1985. In addition, information was provided by Barry University, St. Thomas, and the University of Miami.

Results indicate that the transfer mission is still alive and well at Miami-Dade Community College. After five years, about 65% of the A.A. graduates, the traditional group targeted for transfer, had enrolled in

upper division and close to half of that group had graduated. Results also showed that the assumption that the A.S. degree is a "terminal" degree is a false one. While the enrollment rate was half that for the A.A. graduates for 1980-81, still almost one-third had enrolled in upper division. Graduation rates, however, were decidedly lower. It will be recalled that the A.S. graduate is likely to have a more difficult time in upper division, if for no other reason than this group is not protected by the articulation agreement between the community colleges and the SUS.

The two groups who had lower participation rates in further education were black non-Hispanics and females. For 1980-81 A.A. graduates, 50% of black non-Hispanics and 62% of females had enrolled in upper division work. These figures can be compared to enrollment rates of 73% for Hispanics, 63% for white non-Hispanics and 70% for males. For blacks in particular, this continues a long standing pattern of higher attrition rates at the college, lower passing rates on the CLAST, and therefore reduced graduation rates for the A.A. degree. For females, this result indicates that while women are going to college in record numbers, they still appear to be more likely to postpone further education.

By campus, South had the highest enrollment and graduation rates, while Medical, the campus with the most technical degrees, had the lowest. This was true for both A.A. and A.S. degree recipients. For example, using the 1980-81 A.A. graduates, 74% of South Campus graduates had enrolled in upper division compared to 65% of North, 57% of Wolfson, and 27% of Medical A.A. graduates. Of the initial group of A.A. graduates, after approximately five years, 37% from South Campus had a bachelor's degree compared to 29% of North Campus, 21% of Wolfson Campus, and 9% of Medical Campus A.A. graduates.

Most (80%) of M-DCC graduates who enrolled in upper division preferred to stay in the vicinity to pursue further education. The institution of choice was Florida International University (FIU) where 63.2% of the enrollees had registered. The second choice was the University of Miami where 10.6% enrolled. In third place with 7.8% was the University of Florida. These results are based on duplicated enrollments; in fact, one in

six M-DCC graduates enrolled at more than one institution. The institutions with the lowest graduation rates were FIU and Barry with 28%. The institutions with the highest graduation rates were FSU and UF with 57%. These findings, however, probably reflect the part-time or full-time status of the students enrolled as much as or more than the character of the institution or its hospitality to transfer students.

This study only begins to answer some of the questions about the transfer mission of the community college. When more detailed files are available, future studies will focus on issues such as grade point averages and whether Miami-Dade students have more difficulty at some institutions and/or in some programs. In addition, the question of how long it takes first-time enrollees at M-DCC to receive a bachelor's degree will be addressed.

Fulfilling the Transfer Mission:
A Follow-up of Miami-Dade Graduates to Upper Division

Look to your left.
Look to your right.
Only one of you will be here in four years.
(College Orientation Speech, Anywhere, USA)

Many of us heard this speech when we were freshman sitting in orientation. A 67% dropout rate was expected at many land-grant institutions, especially those with open-door policies. Also expected was a full-time commitment of four years to complete a baccalaureate degree.

But things have been gradually changing in higher education for quite some time now. Even the "traditional" four-year college student has been taking longer to graduate. According to a federal study of 4,400 students who were part of the high school graduating class of 1972, less than half had received their degrees in the four years since they left high school. One in four took more than five years, and one in ten took more than seven years (Hirschhorn, 1987).

Astin (1975) in a four-year follow-up study of freshmen who enrolled in the fall of 1968 at 358 institutions found that 49.6% had degrees after four years. He noted that institutions varied widely in their actual dropout rates and that much of the variation could be attributed to the characteristics of the students at the time of entry. Public two-year or community colleges consistently had the highest dropout rates--31% had received a bachelor's degree in four years. This figure, it should be noted, is not unlike that ominous number quoted to freshmen sitting in orientation sessions at the large land-grant universities.

Community colleges, like many of the land grant institutions, accept everyone with a high school diploma. The land grant institutions, however, have been clear that a number of freshmen would not be staying long due to several "killer" courses that all freshmen were required to take. They spoke with pride about the rigor of their curriculum and assumed their

students would follow the traditional model by attending full-time and graduating in four years if they were allowed to continue.

The community colleges, while offering the same access, developed the posture they they were there to serve the non-traditional student and to provide whatever help they could to encourage students to continue their education. Students who left were counted as failures by the institution. As noted by Morris and Losak (1986), this led to a dilemma in defining success for the community college student since as a group they did not behave like traditional students in their college-going behavior or even look like traditional students at entry.

Cohen (1985) is one writer in the area of higher education who has worried that the community college has lost its focus on the transfer function in the effort to meet a variety of community needs in both the credit and non-credit area. He argued that the percentage of students completing two years then transferring the next term has declined to around 5% of the total enrollment, a figure many find unacceptably low.

But graduating with a bachelor's degree is a two-step process for community college students. In the first step students must persevere to the point of attaining an associate's degree. Many will fall by the wayside or "stop out" for extended periods. Upon receipt of a degree, the student must decide if continuing an education is a goal or if the associate's degree will be a terminal one, at least for the time being. Even for students that plan to continue, they are likely to do so by following the same pattern as they did in the community college, i.e., taking more than the usual amount of time.

Results of follow-up studies of community college graduates, therefore, could be expected to vary based both on the characteristics of the graduates and upon the amount of time that has elapsed since completion of the associate's degree. Two outcomes traditionally studied have been enrollment rates in upper division and completion of the four-year degree.

Miami-Dade has found between 39% and 49% of its A.A. graduates and about 10% of its A.S. graduates continue their educations after one year (Baldwin, 1981; Placement and Follow-up Reports). In comparison, a survey of June 1981 A.A. graduates from the City University of New York (CUNY) indicated that 46% had enrolled in a bachelor's program within one year (Murtha, Protash, and Kaufman, 1982). The percentage continuing is similar, and the profile of CUNY graduates is fairly close to M-DCC graduates. With longer time periods, more eventually enroll. In a six-year study of 1970-71 M-DCC A.A. graduates, Losak and Corson (1977) found that 72% could be found in the State University System, and 70% of those had already graduated.

Other researchers have studied the graduation rates of those who transferred during a particular time period, regardless of the date of associate degree completion. A study of community college transfers to the University of Illinois at Chicago Circle in 1973 found that after four years, 29% had graduated (Anderson and Henderson, 1979). At the University of Illinois at Urbana-Champaign, however, after a two-year follow-up, 36% had graduated (Anderson and Beers, 1980). Again, these differences are probably mostly due to the characteristics of the student bodies.

Purpose of the Study

The last group of M-DCC graduates studied finished community college almost 15 years ago. The characteristics of M-DCC graduates have changed substantially since that time. So has the higher education system. Do the previous results still hold true? In addition, the last study was based only on the State University System, did not include private institutions either within or outside the state, included only A.A. degree recipients, and was a small sample.

Therefore, as a first attempt to study the broad issue of transfer, this study addressed the following questions:

1. How many graduates transfer to the State University System or to private colleges within Dade County?
2. How many have attained a bachelor's degree?

3. Are there differences in enrollment and graduation based on ethnicity, gender, M-DCC campus attended, year of graduation from M-DCC, and type of degree received (A.A. or A.S.)?
4. Where are graduates enrolling for upper division work? What proportion are choosing local private institutions?

Methodology

This analysis is based on all M-DCC graduates who received an A.A. or an A.S. degree in 1980-81, 1981-82, 1982-83, 1983-84, or 1984-85. Based on social security numbers, the graduates were first matched against State University System tapes from the Fall of 1981 through the Fall of 1985. One potential problem with the data analysis, therefore, is that it is possible that some of the 1980-81 graduates may have already enrolled and left the SUS. We can further expect that later graduates will be less likely to have enrolled since less time will have transpired.

In addition, the four local private colleges and universities were asked to match their files against ours. The University of Miami and St. Thomas matched their tapes against ours based on social security numbers. Barry University provided us with a tape which included all students who according to their records had attended Miami-Dade; their system was computerized in 1982 and did not include any earlier enrollments. The fourth institution, Florida Memorial College, did not respond. It is likely, therefore, that estimates of private college enrollment will be lower than reality.

The analysis excluded any students who did not have social security numbers. This amounted to the exclusion of 1,673 or 6.6% of the original 25,461 graduates. Ethnicity and gender were based on student self-report. Campus was defined by where the student first enrolled at M-DCC. If a student received both an A.A. and A.S. degree, the student was included in both analyses. Of the 23,788 students included in the analysis, 1,073 or 4.5% had both degrees.

Results

Collegewide Trends

As shown by Table 1, the number of A.A. degree recipients has declined across the years. The most precipitous drop was for the 1984-85 academic year when less than 2,300 students received an A.A. compared to over 3,700 the previous year. This drop was due mainly to the implementation of the College Level Academic Skills Test (CLAST) standards. The CLAST is a rising junior test which all community college students must now pass in order to receive their A.A. degrees. The number enrolling in upper division work also declined across the years, though the proportion enrolling has risen. In other words, a higher percentage of the graduating class is enrolling in upper division more quickly. For example, 65% of the class of 1980-81 had enrolled in upper division, but 68% of the class of 1983-84 had, too.

The number and percentage graduating with bachelor's degrees does follow the expected pattern with fewer graduates the less time that has elapsed (see Table 1). Close to half of the 1980-81 A.A. graduates who enrolled had attained a degree compared to 5% of 1983-84 graduates.

The number of A.S. graduates has also declined (see Table 2). In this case, however, the percentage enrolling in upper division declined as the year of graduation became more recent. A total of 31% of the 1980-81 graduates had enrolled compared to 14% for 1984-85. Of the enrollees, 28% of the 1980-81 A.S. graduates had degrees compared to 6% in 1983-84. Here the surprising finding is the upswing in bachelor's degrees for 1984-85.

The figure below offers a comparison of transfer and graduation rates for two years. Students who enrolled in 1980-81 had between four and five years to enter upper division depending on their term of graduation. The 1982-83 graduates had about two years--the traditional amount of time needed to complete a bachelor's degree if the first "two years" had already been completed. The figure shows that for every 100 A.A. graduates in

1980-81, 65 enrolled in upper division and 28 had completed a degree. Associate in Arts (A.A.) recipients were twice as likely as A.S. graduates to enroll, according to the 1980-81 group, and more than three times as likely to graduate with a bachelor's degree. Few students, however, met the two-year, full-time criteria for degree completion; for every 100 1982-83 graduates, only 16 had completed upper division work by Fall, 1985.

Comparison of 1980-81 and 1982-83 A.A. and A.S. Graduates
by Enrollment in and Completion of Baccalaureate Work

COLLEGE-WIDE RESULTS

	A.A. Degree		A.S. Degree	
	1980-81	1982-83	1980-81	1982-83
Received Associate Degree	100	100	100	100
Enrolled in Upper Division	65	70	31	23
Graduated	28	16	13	4

Continuance and Graduation Rates by Campus

By campus, South had the highest enrollment and graduation rates, while Medical, the campus with the most technical degrees, had the lowest. This was true for both A.A. and A.S. degree recipients (see Tables 1 and 2).

On North Campus, about 65% of the A.A. graduates were enrolled in upper division with the exception of the most recent year. As shown by the figure below, A.S. graduates were decidedly less likely to enroll in upper division or graduate than their A.A. counterparts. Based on 1982-83 results, it appears that North Campus graduates move into upper division at a somewhat slower pace than students from other campuses.

Comparison of 1980-81 and 1982-83 A.A. and A.S. Graduates
by Enrollment in and Completion of Baccalaureate Work

NORTH CAMPUS RESULTS

	A.A. Degree		A.S. Degree	
	1980-81	1982-83	1980-81	1982-83
Received Associate Degree	100	100	100	100
Enrolled in Upper Division	65	66	33	27
Graduated	29	13	9	3

South Campus students show a 75% enrollment rate in upper division; this exceeds the 72% upper-division enrollment rate that the last study of 1971 graduates found. Perhaps this finding is due in part to the larger percentage of young, full-time students on this campus. Yet, as shown by the figure below, a surprising 45% of 1980 A.S. graduates could also be found in upper division. As a result, over one-third of the 1980-81 A.A. graduates from this campus have bachelor's level degrees, and one in five of the 1982-83 graduates do, too. This figure is far below the 75% graduation rate cited by Losak and Corson (1971) but exceeds that of any other campus.

Comparison of 1980-81 and 1982-83 A.A. and A.S. Graduates
by Enrollment in and Completion of Baccalaureate Work

SOUTH CAMPUS RESULTS

	A.A. Degree		A.S. Degree	
	1980-81	1982-83	1980-81	1982-83
Received Associate Degree	100	100	100	100
Enrolled in Upper Division	74	79	45	36
Graduated	37	20	15	8

Wolfson Campus students typically have farther to go to meet degree requirements than students from any other campus. It has been estimated that 45% of the first-time-in-college degree-seeking students on Wolfson campus enroll in ESL (English as a Second Language) to begin their

college study. As shown by Table 1 and the figure below, however, more than half (57%) the A.A. degree-recipients from 1980-81 had enrolled in upper division, and the percentage climbed to 68% by 1982-83. One in five of the A.A. students and one in ten of the A.S. students from the 1980-81 graduating class had received a bachelor's degree.

Comparison of 1980-81 and 1982-83 A.A. and A.S. Graduates
by Enrollment in and Completion of Baccalaureate Work

WOLFSON CAMPUS RESULTS

	A.A. Degree		A.S. Degree	
	1980-81	1982-83	1980-81	1982-83
Received Associate Degree	100	100	100	100
Enrolled in Upper Division	57	68	39	22
Graduated	21	10	11	6

As shown by Tables 1 and 2, Medical Campus has the fewest graduates. It is also the only campus where more A.S. than A.A. degrees are bestowed. As shown below, only one in four A.A. degree recipients enroll in upper division (compared to 65% college-wide), and only one in ten graduate. For A.S. students, only four in 100 from the class in 1980-81 had graduated. Since the mission of the Medical Campus is job preparation rather than transfer, this finding is not surprising.

Comparison of 1980-81 and 1982-83 A.A. and A.S. Graduates
by Enrollment in and Completion of Baccalaureate Work

MEDICAL CAMPUS RESULTS

	A.A. Degree		A.S. Degree	
	1980-81	1982-83	1980-81	1982-83
Received Associate Degree	100	100	100	100
Enrolled in Upper Division	27	18	17	12
Graduated	9	2	4	2

Continuance and Graduation Rates by Ethnicity

The typical finding at many institutions is that white non-Hispanics show the most persistence and success in college. A review of the results of Tables 3 and 4 will reveal that this finding was not true of Miami-Dade students. Rather, it was the Hispanic student who continued in upper division with greatest frequency. On the average, for A.A. degree recipients, 75% of the Hispanics continued compared to less than 65% of the white non-Hispanics and 55% of the black non-Hispanics. The only time the percentage enrolled in upper division was close for Hispanics and white non-Hispanics was for 1984-85. White non-Hispanics, however, had the highest graduation rates. The same pattern was found for A.S. graduates.

As shown by the figure below, white non-Hispanics displayed a pattern of transfer and enrollment similar to the college as a whole. For both years represented, over 60% of the A.A. graduates enrolled. Almost twice as many of the 1980-81 group had graduated, however, compared to those who received their associate's degrees two years later.

Comparison of 1980-81 and 1982-83 A.A. and A.S. Graduates by Enrollment in and Completion of Baccalaureate Work

WHITE NON-HISPANIC RESULTS

	A.A. Degree		A.S. Degree	
	1980-81	1982-83	1980-81	1982-83
Received Associate Degree	100	100	100	100
Enrolled in Upper Division	63	66	27	23
Graduated	31	17	8	4

Black non-Hispanic students showed depressed rates of participation in upper division work compared to both white non-Hispanic and Hispanic students (though inclusion of information from private, traditionally black institutions might have raised this figure). About half of the black A.A. graduates had enrolled in upper division after five years, while about a quarter of the A.S. graduates were found. For those who did enroll in upper division, graduation rates were also lower than for the

other two major ethnic groups (see Tables 3 and 4). These results are summarized in the figure below.

Comparison of 1980-81 and 1982-83 A.A. and A.S. Graduates
by Enrollment in and Completion of Baccalaureate Work

BLACK NON-HISPANIC RESULTS

	A.A. Degree		A.S. Degree	
	1980-81	1982-83	1980-81	1982-83
Received Associate Degree	100	100	100	100
Enrolled in Upper Division	50	57	27	20
Graduated	18	10	7	2

Hispanics, unlike some other groups, showed an increased number of A.A. graduates up to the point of implementation of the CLAST standards (see Table 3). For every year except the most recent, over 70% of these graduates were found in upper division. As shown by the figure below, for every 100 A.A. graduates, 34 have a bachelor's degree after five years. In addition, one in eight of the 1980-81 A.S. graduates continued their education and graduated.

Comparison of 1980-81 and 1982-83 A.A. and A.S. Graduates
by Enrollment in and Completion of Baccalaureate Work

HISPANIC RESULTS

	A.A. Degree		A.S. Degree	
	1980-81	1982-83	1980-81	1982-83
Received Associate Degree	100	100	100	100
Enrolled in Upper Division	73	75	37	25
Graduated	28	16	13	4

Continuance and Graduation Rates by Gender

Though more females than males graduate from M-DCC, more males than females continued in upper division. Though true for A.A. graduates (see Table 3), the pattern is particularly pronounced for A.S. graduates.

Almost half again as many females graduated as males, but the percentage of men found in upper division is half again the percentage of females found (see Table 4).

As shown below, for every 100 males graduated with an A.A. by Miami-Dade, 70 had enrolled in upper division and 33 had graduated after five years. Males who graduated two years later had even higher enrollment rates but much lower graduation rates compared to the 1980-81 A.A. graduates. The participation rates for males with A.S. degrees were higher than for the college in general: 42 compared to 31 out of 100 for 1980-81 graduates.

Comparison of 1980-81 and 1982-83 A.A. and A.S. Graduates
by Enrollment in and Completion of Baccalaureate Work

MALE RESULTS

	A.A. Degree		A.S. Degree	
	1980-81	1982-83	1980-81	1982-83
Received Associate Degree	100	100	100	100
Enrolled in Upper Division	70	74	42	34
Graduated	33	16	33	5

Fewer females obtained baccalaureate degrees than males. For every 100 female A.A. graduates, 29 had bachelor's degrees after five years and 15 had degrees after two years. A.S. enrollment and graduation rates--as found for all other groups--were significantly lower.

Comparison of 1980-81 and 1982-83 A.A. and A.S. Graduates
by Enrollment in and Completion of Baccalaureate Work

FEMALES RESULTS

	A.A. Degree		A.S. Degree	
	1980-81	1982-83	1980-81	1982-83
Received Associate Degree	100	100	100	100
Enrolled in Upper Division	62	67	25	19
Graduated	29	15	6	3

Preferred Institutions of Enrollment

Miami has several colleges in the area where students may choose to continue their education. The most economical is Florida International University (FIU), one of the nine institutions included in the State University System (SUS). The other local private institutions included in this analysis are Barry University, University of Miami (UM), and St. Thomas.

As shown by Table 5, a vast majority of students (63.2%) opted to continue their education locally at FIU. An additional 16.7% remained in the vicinity by attending a local private institution. For this group of students, the first choice was the University of Miami where 10.6% attended. Recall that information was unavailable on the fourth local private institution. Therefore, at least 80% of M-DCC graduates stayed in the vicinity to continue their education. The only other school which a sizeable percentage of students chose to attend was the University of Florida (UF) where 7.8% of the graduates enrolled.

Different M-DCC campuses had somewhat different enrollment patterns. Wolfson graduates were most likely to continue their education locally (89%) while North Campus students were least likely (77%). The campus with the greatest percentage of graduates choosing a private institution was Medical where 30% of the enrollees in upper division could be found at Barry, St. Thomas, or the University of Miami.

These results are based on duplicated enrollments, i.e., a student may have enrolled in more than one institution. In fact, one in six M-DCC graduates enrolled at multiple institutions for upper division study.

Table 6 shows the percentage of enrollees at each institution who graduated. The institution with the lowest graduation rates were FIU and Barry with 28%. The institutions with the highest graduation rates were FSU and UF, with 57%. Care must be taken in drawing conclusions about this information. While each institution has its own character, students who select a particular institution also have differing characteristics. For

example, students who stay in the vicinity may be more likely to go to school part-time, live at home, and remain detached from many of the activities offered by the institution. Students who leave, on the other hand, may be more likely to try to complete their education quickly. In addition, results for Barry may be particularly low due to the fact that their information only began in 1982.

Discussion

These results indicate that the transfer mission is still alive and well at Miami-Dade Community College. After five years, about 65% of the A.A. graduates, the traditional group targeted for transfer, had enrolled in upper division and close to half of that group had graduated. These numbers, however, are decidedly lower than the previous six-year follow-up of 1970-71 A.A. graduates where 72% were found in the SUS and 70% of those had already graduated (Losak and Corson, 1977). They are more similar to results found by Delaino and Wright (1987) using an almost identical group and time span. In the Delaino and Wright study, enrollment rates were similar for M-DCC and other institutions included in the study, but graduation rates were lower for Miami-Dade. For example, while 45% of the 1980-81 total cohort who enrolled in upper division had graduated, 39% of the M-DCC cohort had. It should be noted that the graduation rates for the Delaino and Wright (1987) study and this study disagree, with results of this study being higher. In part this was due to the schools included and in part it was in the way that graduation was defined.

One place where the two studies do agree is on the pattern of enrollment rates across the two years. In both studies, a higher percentage of recent graduates had enrolled than 1980-81 graduates. This leads to the conclusion that for whatever reason, students are either not postponing their continuance in upper division or more will be participating after the same time period has elapsed. Delaino and Wright (1987) concluded that most students enroll within two to three years following graduation and that they remain enrolled.

This study has also shown that the assumption that the A.S. degree is a "terminal" degree is a false one. While the enrollment rate was half that for the A.A. graduates for 1980-81, still almost one-third had enrolled in upper division. Graduation rates, however, were decidedly lower. It will be recalled that the A.S. graduate is likely to have a more difficult time in upper division, if for no other reason than this group is not protected by the articulation agreement between the community colleges and the SUS.

The two groups who had lower participation rates in further education were black non-Hispanics and females. For blacks in particular, this continues a long standing pattern of higher attrition rates at the college, lower passing rates on the CLAST, and therefore reduced graduation rates for the A.A. degree. For females, this result indicates that while women are going to college in record numbers, they still appear to be more likely to postpone further education.

This study only begins to answer some of the questions about the transfer mission of the community college. When more detailed files are available, future studies will focus on issues such as grade point averages and whether Miami-Dade students have more difficulty at some institutions and/or in same programs. In addition, the question of how long it takes first-time enrollees at M-DCC to receive a bachelor's degree will be addressed.

Table 1

Enrollment and Baccalaureate Status of
Associate in Arts Graduates
College-Wide and by Campus

Year That A.A. Received**	Number Graduates	Enrolled in Upper Division*		Graduated*	
		Number	Percent	Number	Percent
College-Wide					
1980-81	4,253	2,782	61.1	1,293	46.5
1981-82	5,360	3,582	66.8	1,296	36.2
1982-83	3,701	2,583	69.8	576	22.3
1983-84	3,717	2,542	68.4	121	4.8
1984-85	2,269	1,436	63.3	10	0.7
North Campus					
1980-81	1,388	898	64.7	404	45.0
1981-82	1,686	1,108	65.7	369	33.3
1982-83	1,207	794	65.8	158	19.9
1983-84	1,121	716	63.9	26	3.6
1984-85	655	384	58.6	1	0.3
South Campus					
1980-81	1,976	1,465	74.1	735	50.2
1981-82	2,469	1,886	76.4	765	40.6
1982-83	1,834	1,442	78.6	369	25.6
1983-84	1,959	1,497	76.4	84	5.6
1984-85	1,324	879	66.4	5	0.6
Wolfson Campus					
1980-81	603	344	56.9	127	37.0
1981-82	808	485	60.0	140	28.9
1982-83	460	312	67.8	46	14.7
1983-84	483	297	61.5	8	2.7
1984-85	228	153	67.1	2	1.3
Medical Campus					
1980-81	286	76	26.6	27	35.5
1981-82	397	103	25.9	22	21.4
1982-83	200	35	17.5	3	8.6
1983-84	154	32	20.8	3	9.4
1984-85	62	20	32.3	2	10.0

*Based on data covering Fall, 1981, through Fall, 1985.

**Academic year is defined as Fall and the following Winter and Spring/Summer Terms.

Table 2

Enrollment and Baccalaureate Status of
Associate in Science Graduates
College-Wide and by Campus

Year That A.S. Received**	Number Graduates	Enrolled in Upper Division*		Graduated*	
		Number	Percent	Number	Percent
College-Wide					
1980-81	1,336	413	30.9	117	28.3
1981-82	1,326	386	29.1	88	22.8
1982-83	1,029	241	23.4	40	16.6
1983-84	941	196	20.8	12	6.1
1984-85	929	131	14.1	11	8.4
North Campus					
1980-81	514	170	33.1	46	27.1
1981-82	484	160	33.1	39	24.4
1982-83	390	106	27.2	13	12.3
1983-84	349	80	22.9	4	5.0
1984-85	343	44	12.8	3	6.8
South Campus					
1980-81	280	125	44.6	43	34.4
1981-82	284	123	43.3	35	28.5
1982-83	210	75	35.7	16	21.3
1983-84	203	61	30.1	4	6.6
1984-85	204	33	16.2	0	0.0
Wolfson Campus					
1980-81	123	48	39.0	13	27.1
1981-82	112	38	33.9	8	21.1
1982-83	79	17	21.5	5	29.4
1983-84	70	17	24.3	2	11.8
1984-85	71	13	18.3	1	7.7
Medical Campus					
1980-81	419	70	16.7	15	21.4
1981-82	446	65	14.6	6	9.2
1982-83	350	43	12.3	6	14.0
1983-84	319	38	11.9	2	5.3
1984-85	311	41	13.2	7	17.1

*Based on data covering Fall, 1981, through Fall, 1985.

**Academic year is defined as Fall and the following Winter and Spring/Summer Terms.

Table 3

Enrollment and Baccalaureate Status of
Associate in Arts Graduates
by Ethnic and Gender

Year That A.A. Received**	Number Graduates	Enrolled in Upper Division*		Graduated*	
		Number	Percent	Number	Percent
White Non-Hispanic					
1980-81	1,799	1,127	62.7	551	48.9
1981-82	1,992	1,242	62.4	481	38.7
1982-83	1,276	845	66.2	213	25.2
1983-84	1,180	747	63.3	48	6.4
1984-85	816	503	61.6	4	0.8
Black Non-Hispanic					
1980-81	578	291	50.3	105	36.1
1981-82	645	325	50.4	99	30.5
1982-83	438	249	56.8	44	17.7
1983-84	411	221	53.8	5	2.3
1984-85	156	81	51.9	2	2.5
Hispanic					
1980-81	1,783	1,302	73.0	603	46.3
1981-82	2,595	1,932	74.5	670	34.7
1982-83	1,927	1,454	75.5	311	21.4
1983-84	2,058	1,528	74.2	65	4.3
1984-85	1,261	831	65.9	4	0.5
Male					
1980-81	1,798	1,262	70.2	588	46.6
1981-82	2,226	1,551	69.7	563	36.3
1982-83	1,541	1,142	74.1	254	22.2
1983-84	1,640	1,188	72.4	58	4.9
1984-85	928	636	68.5	4	0.6
Female					
1980-81	2,455	1,520	61.9	705	46.4
1981-82	3,134	2,031	64.8	733	36.1
1982-83	2,160	1,441	66.7	322	22.4
1983-84	2,077	1,354	65.2	63	4.7
1984-85	1,341	800	59.7	6	0.8

*Based on data covering Fall, 1981, through Fall, 1985.

**Academic year is defined as Fall and the following Winter and Spring/Summer Terms.

Table 4

Enrollment and Baccalaureate Status of
Associate in Science Graduates
by Ethnic and Gender

Year That A.S. Received**	Number Graduates	Enrolled in Upper Division*		Graduated*		
		Number	Percent	Number	Percent	
White Non-Hispanic						
1980-81	618	169	27.4	52	30.8	
1981-82	601	147	24.5	32	21.8	
1982-83	444	103	23.2	18	17.5	
1982-83	404	75	18.6	4	5.3	
1983-84	393	44	11.2	1	2.3	
Black Non-Hispanic						
1980-81	228	61	26.8	17	27.9	
1981-82	183	32	17.5	10	31.3	
1982-83	171	34	19.9	3	8.8	
1983-84	150	24	16.0	0	0.0	
1984-85	142	15	10.6	5	33.3	
Hispanic						
1980-81	462	173	37.5	44	25.4	
1981-82	514	194	37.7	41	21.1	
1982-83	397	100	25.2	18	18.0	
1983-84	375	95	25.3	8	8.4	
1984-85	376	70	18.6	5	7.1	
Male						
1980-81	443	188	42.4	59	33.4	
1981-82	415	163	39.3	35	21.5	
1982-83	299	103	34.5	16	15.5	
1983-84	291	86	29.6	6	7.00	
1984-85	279	53	19.0	2	3.8	
Female						
1980-81	893	225	25.2	58	25.8	
1981-82	911	223	24.5	53	23.8	
1982-83	730	138	18.9	24	17.4	
1983-84	650	110	16.9	6	5.5	
1984-85	650	78	12.0	9	11.5	

*Based on data covering Fall, 1981, through Fall, 1985.

**Academic year is defined as Fall and the following Winter and Spring/Summer Terms.

Table 5

Institutions Chosen for Upper Division Enrollment
1980-84 Miami-Dade Community College Graduates

	Campus									
	North		South		Wolfson		Medical		College-Wide	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Barry	122	2.5	77	0.9	51	2.7	16	3.4	266	1.7
FAMU	51	1.0	32	0.4	10	0.5	4	0.9	97	0.6
FAU	312	6.4	160	1.9	44	2.3	16	3.4	532	3.3
FIU	2,960	60.3	5,581	64.3	1,291	67.9	249	53.7	10,081	63.2
FSU	222	4.5	525	6.0	45	2.4	15	3.2	807	5.1
St. Thomas	311	6.3	189	2.2	169	8.9	27	5.8	696	4.4
UCF	55	1.1	77	0.9	5	0.3	4	0.9	141	0.9
UF	331	6.8	811	9.3	82	4.3	26	5.6	1,250	7.8
UM	414	8.4	1,002	11.5	180	9.5	95	20.5	1,691	10.6
UNF	9	0.2	8	0.1	0	0.0	2	0.4	19	0.1
USF	112	2.3	202	2.3	23	1.2	10	2.2	347	2.2
UWF	9	0.2	15	0.2	1	0.0	0	0.0	25	0.1
Total	4,908	100.0	8,679	100.0	1,901	100.0	464	100.0	15,952	100.0

Note: Based on duplicated headcount of the 13,553 students included in the analysis, 11,300 (83.5%) attended only one institution, 2,064 (15.2%) attended two institutions, 168 (1.2%) attended three institutions, and one person attended four institutions.

Table 6

Percentage of Enrollees Who Graduated
by Institution Chosen for Upper Division Work

Institution	Total Enrolled	Total Graduated	Percent Graduated of Enrolled
Barry	175	49	28.0
FAMU	74	38	51.4
FAU	394	150	38.1
FIU	7,018	1,995	28.4
FSU	591	341	57.7
St. Thomas	493	219	44.4
UCF	102	50	49.0
UF	925	530	57.3
UM	1,175	568	48.3
UNF	17	6	35.3
USF	248	121	48.8
UWF	17	12	70.6
Total	11,229*	4,079	36.3

*Based on duplicated headcount of students who graduated from M-DCC between 1980-81 and 1982-83.

References

- Anderson, E. F., & Beers, P. G. (1980). Two-year comparison of transfer and native student progress at the University of Illinois at Urbana-Champaign: Fall, 1977 group (Research memorandum 80-6). Urbana: Illinois University, Office of School and College Relations. (ERIC Document Reproduction Service No. ED 203 955)
- Anderson, E. F., & Henderson, S. E. (1979). Four year comparison of transfer and native student progress at the University of Illinois at Chicago Circle, Fall 1973 Group. Champaign: University of Illinois, Office of School and College Relations.
- Astin, A. W. (1975). Preventing students from dropping out. San Francisco: Jossey-Bass Publishers.
- Baldwin, A. (1981). Reported placement status of graduates according to guidelines of the State of Florida, Division of Community Colleges: A four year review (Research Report 81-35). Miami: Miami-Dade Community College, Office of Institutional Research.
- Cohen, A. M. (1985). The community college and the American educational system. In contexts for learning: The major sectors of American higher education. Washington, D.C.: U.S. Government Printing Office.
- Delaino, G. T., & Wright, T. J. (1987) Efficiency through inter-institutional research: A cohort analysis of community college transfer students. Paper presented to the twenty-seventh annual forum of the Association for Institutional Research, Kansas City, Missouri.
- Hirschhorn, M. W. (1987, January 21). A degree in four years is no longer the rule. The Chronicle of Higher Education, pp.31-32.
- Losak, J., & Corson, H. (1979). Community college graduates fare well (Research Report 79-20). Miami: Miami-Dade Community College, Office of Institutional Research.
- Morris, C. M., & Losak, J. (1986). Student success at Miami-Dade Community College: Issues and Data (Research Report 86-25). Miami: Miami-Dade Community College, Office of Institutional Research.
- Murtha, J., Protash, W., & Kaufman, B. (1982). Persistence and achievement: A profile of graduates from the City University of New York. New York: City University of New York, Office of Institutional Research and Analysis.