



# UTRN

Urban Transfer Research Network





# **Comparison of Contributors to Community College Student Transfer and Bachelor's Attainment in Two States**

**Kathi A. Ketcheson  
Rowanna L. Carpenter  
Juliette M. Stoering  
Portland State University**

**Shelly Potts  
Arizona State University**

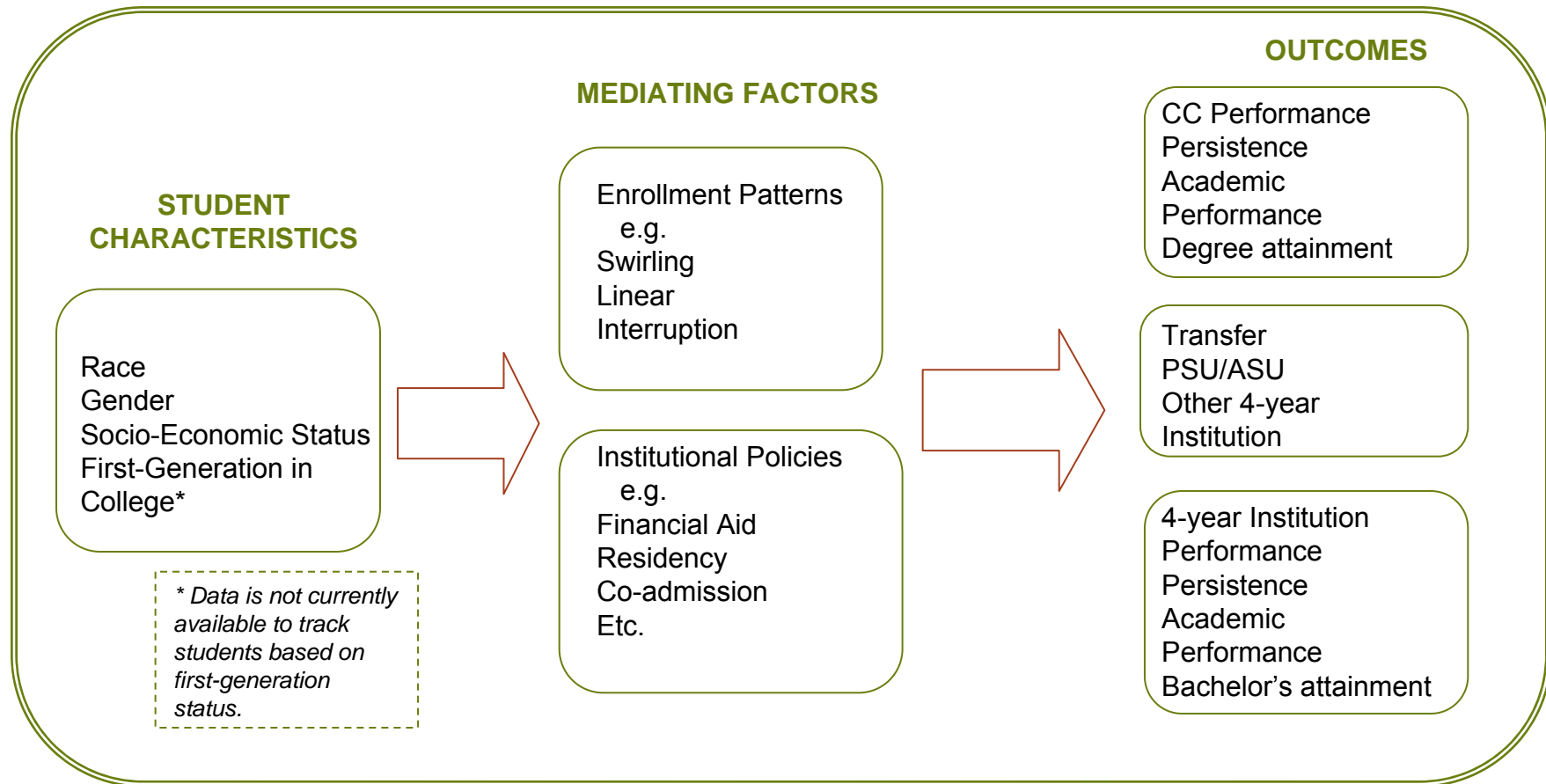
## About the Project

- The Urban Transfer Research Network is a collaborative multi-institutional research project focused on underrepresented students who begin their postsecondary careers at community colleges and have a goal of attaining at least the Bachelor's degree.
- By the end of the project, the network will include urban regions from across the U.S. in order to have a broad impact on Bachelor's degree attainment rates by underrepresented students.

## Research Questions

- Which pathways from community college through university lead to or hinder successful baccalaureate completion?
- How do transfer patterns and degree attainment rates of various sub-groups differ?
- What are the major contributors to discrepancies in attainment rates?
- How are the patterns similar or different across two urban areas, and how do state, regional or institutional policy contexts contribute to those differences?

## Research Design



## Context

### Portland, OR

- Cooperative data sharing among institutions
- 4 independent community colleges in the metro area
- Co-admissions, program articulation

### Tempe, AZ

- Coordinated data system for state universities & colleges
- 10 colleges, 2 skill centers, & education centers in one system
- Elaborate articulation agreements with public/private colleges and universities

## Cohort Definition

Students enrolled in credit-bearing CC courses for the first time during summer or fall of 1999 or 2000 (Portland) or 2000, 2001, or 2002 (Tempe) who:

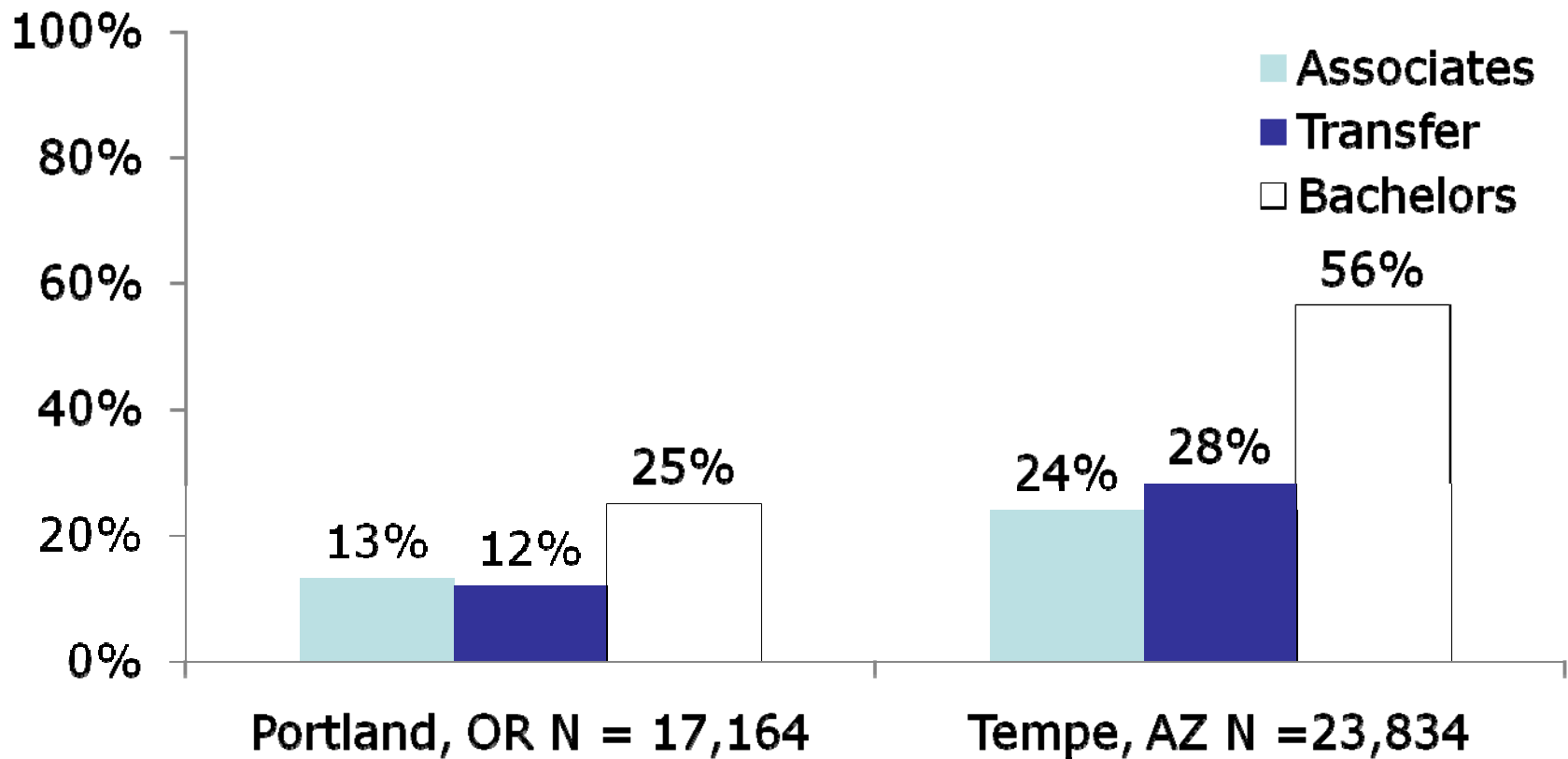
### Portland, OR

- Attended for more than one term AND
- Earned 3+ lower division college credits during the first year at the community college OR expressed intent to transfer OR were under 20 years of age.
- $N = 17,164$

### Tempe, AZ

- Earned at least 12 credits within 3 years
- Intent to transfer
  - Indicated intent to transfer OR Enrolled in transfer courses
  - AND enrolled in 1 AGEC or core course
- $N = 23,834$

## Overall Attainment Rates



## Outcomes by Student Characteristics

- At both sites
  - There were no gender differences in rates of transfer
  - Asian students were more likely to transfer than other ethnic groups
  - Younger students were more likely to transfer and complete bachelor's degrees than other groups
- Some outcomes differed by site
  - In Portland, Hispanic/Latino students were the least likely to transfer and get a degree. There were no differences in transfer and degree completion rates based on income status.
  - In Tempe, African American and Native American Students had the lowest rates of transfer and degree attainment. Students who had received Pell grants were less likely to transfer and complete a bachelor's degree

## Outcomes by Ethnicity (Hidden Slide)

	Portland, OR				Tempe, AZ			
	<i>n</i>	CC Deg %	Trn %	Bac Deg %	<i>n</i>	CC Deg %	Trn %	Bac Deg %
Asian /PI	1,075	14.0%	21.1%	20.3%	622		37.0%	63.1%
Hispanic /Latino	910	13.8%	11.1%	18.8%	4388		24.9%	52.9%
Afrcn Amrcn	385	12.2%	12.5%	25.0%	1129		16.9%	39.0%
Ntv Amrcn	230	10.4%	13.5%	25.8%	648		16.4%	40.6%
Caucasian	13,254	13.6%	11.1%	25.6%	14,933		30.6%	56.8%

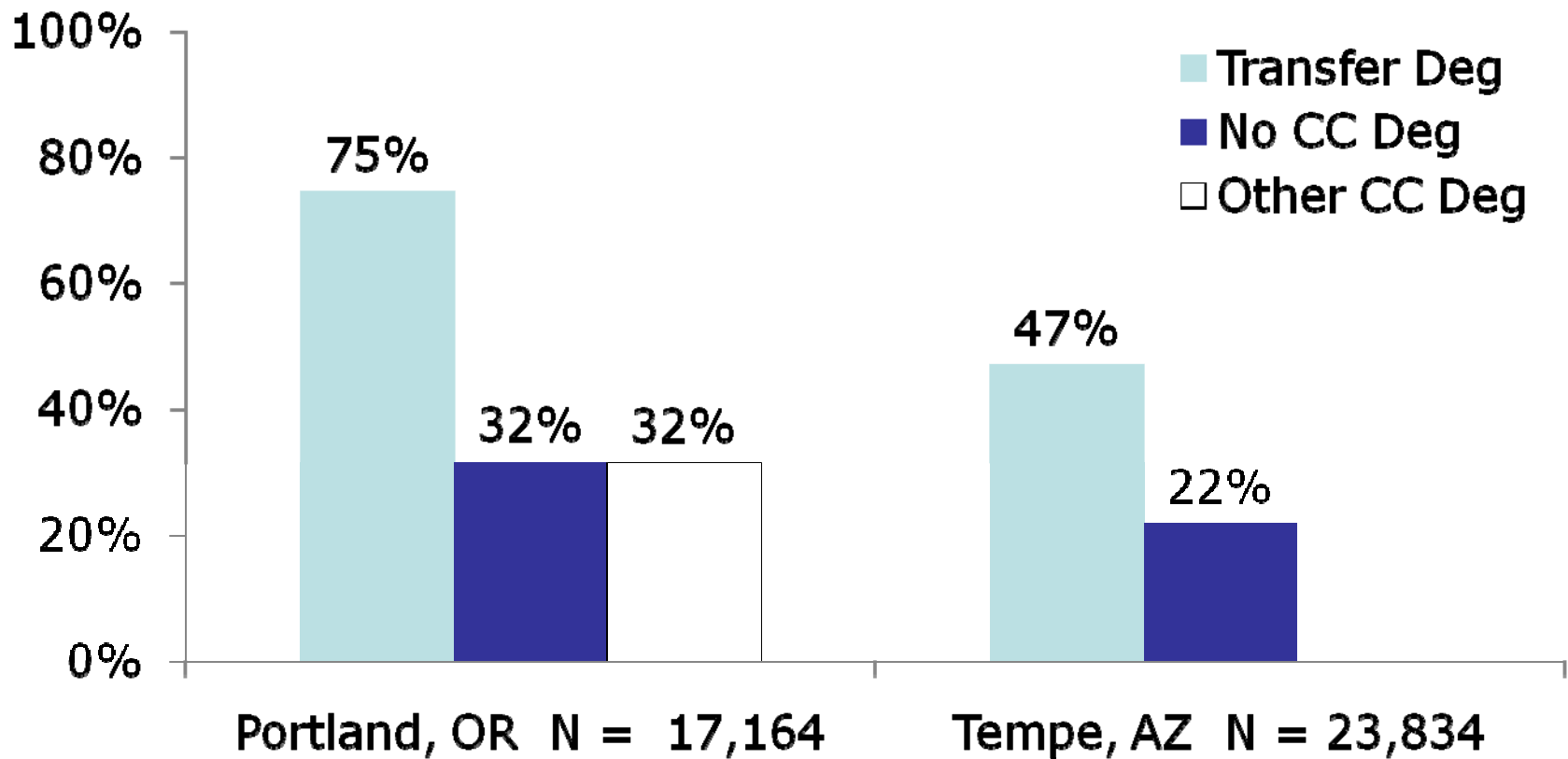
## Outcomes by Gender (Hidden Slide)

	Portland, OR				Tempe, AZ			
		CC Deg	Trn	Bac Deg		CC Deg	Trn	Bac Deg
	<i>n</i>	%	%	%	<i>n</i>	%	%	%
Female	9,326	14.1%	11.9%	26.9%	13,397		28.2%	59.9%
Male	7,791	12.5%	12.4%	22.6%	10,140		28.4%	49.5%

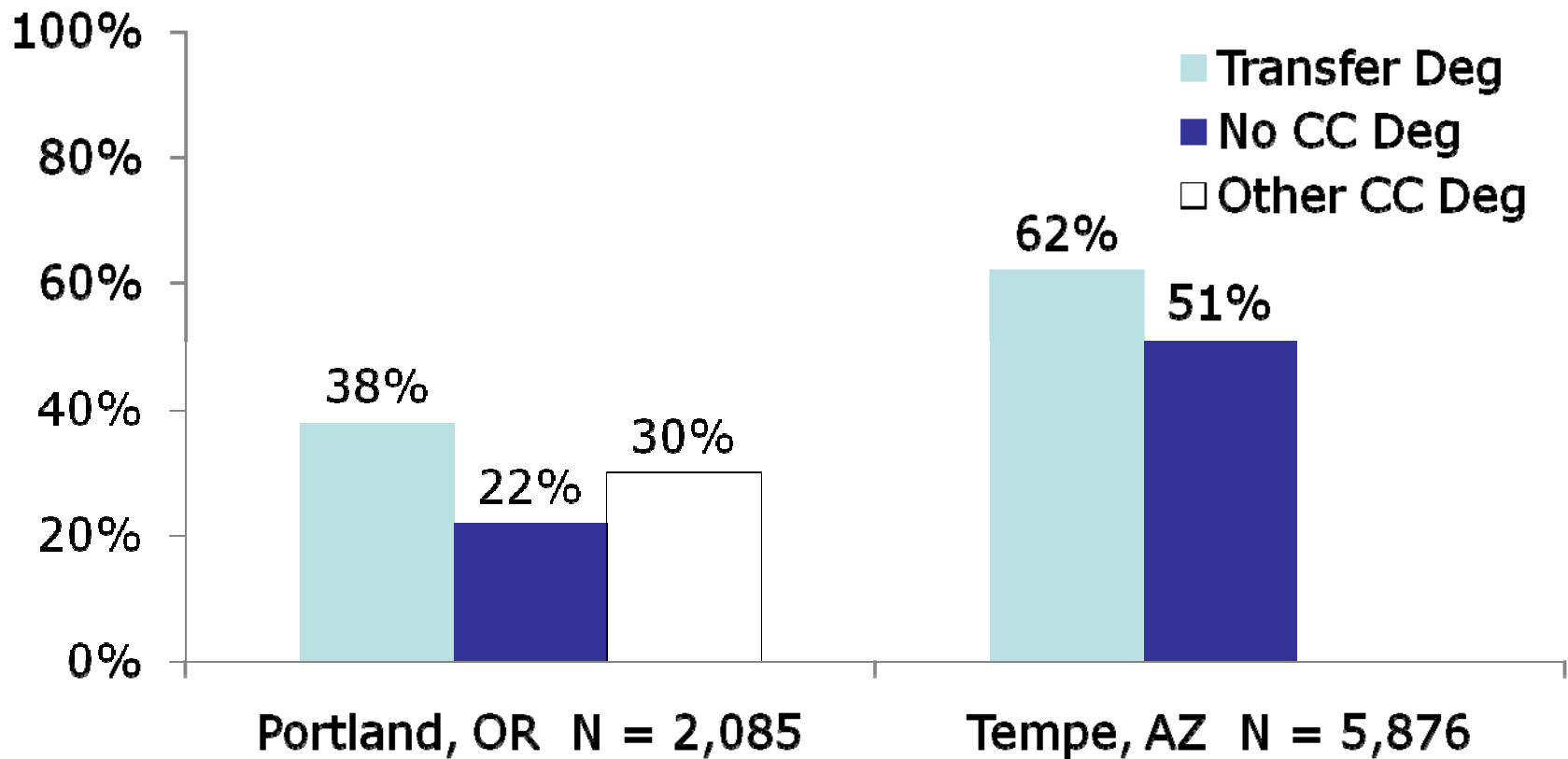
## Outcomes by Income Status (Hidden Slide)

	Portland, OR			Tempe, AZ		
		Trn	Bac Deg		Trn	Bac Deg
	<i>n</i>	%	%	<i>n</i>	%	%
Need Based Aid	3,568	13.5%	26.1%	3,104	24.0%	53.6%
No Aid or No Need	13,596	11.8%	24.7%	12,573	31.1%	61.1%

## Transfer Rates by Associate Completion



## Bachelors Rates by Associate Completion



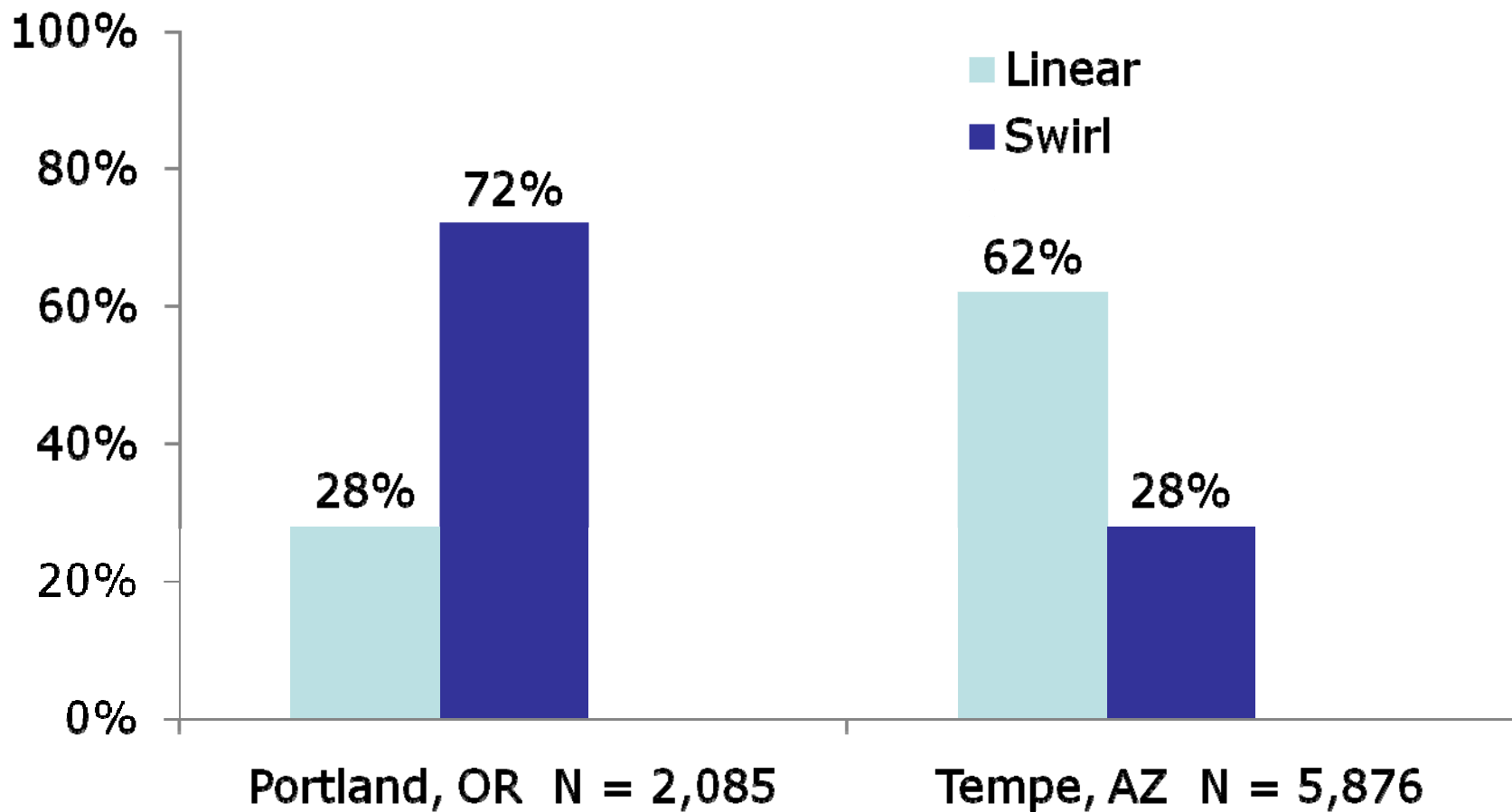
## Enrollment Pattern Definitions

- Home CC only
- Linear
- Swirl
  - Swirl Structured
  - Swirl CC only
  - Swirl Complex

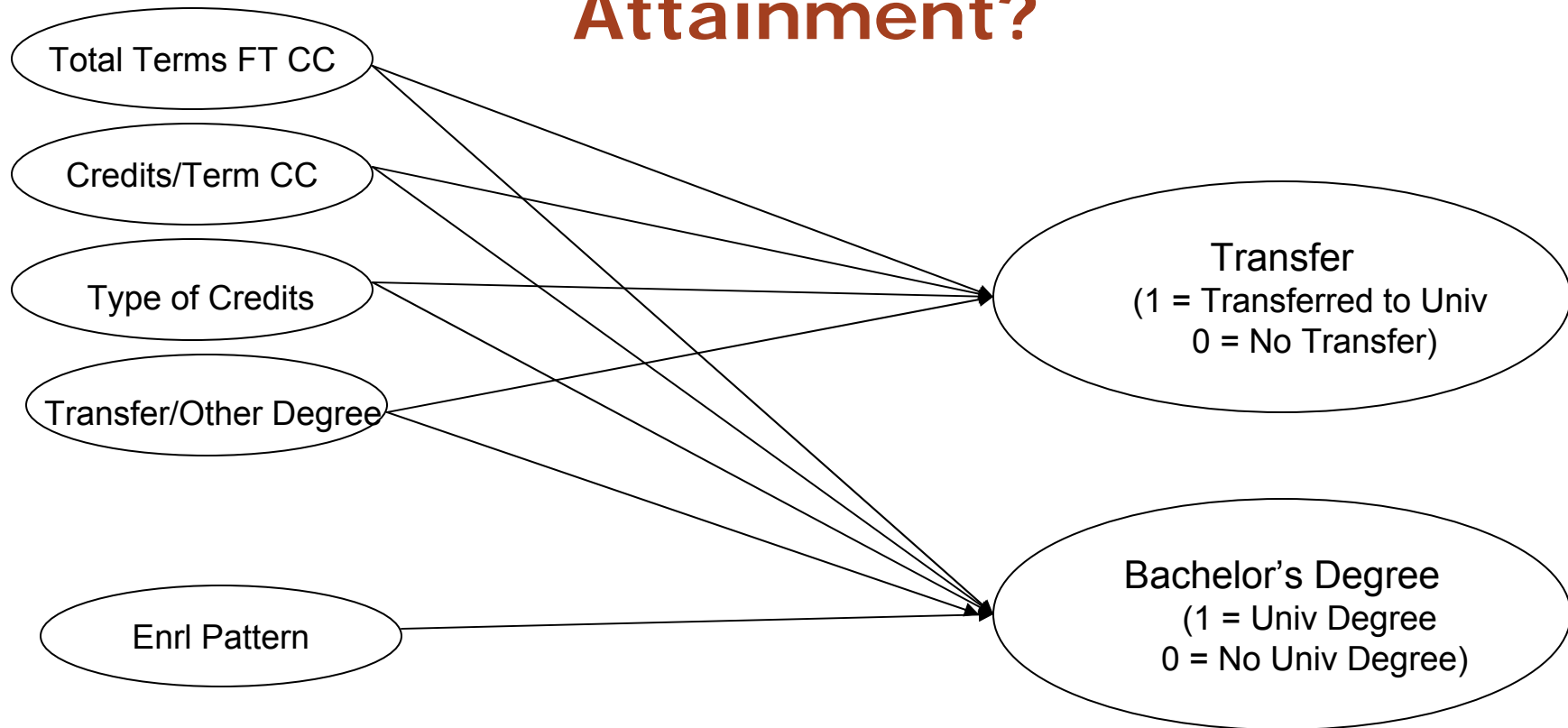
## Overall Patterns of Enrollment

- Most students stay at their home (community college) institution.
- In Portland, students who left their home institution were 2x as likely to swirl as have a linear enrollment pattern.
- In Tempe, students who left their home institution were 2x as likely to have a linear enrollment pattern.

## Bachelors Rates of Transfers by Enrollment Pattern



## Predictors of Transfer and Bachelor's Attainment?



Note: Covariates include age, gender, need-based aid

# Factors Contributing to Transfer

Factor	Portland, OR	Tempe, AZ
Total Terms FT CC & Average Credits/Term	+	+
Year 1 Dev Credits	-	-
Year 1 Prof/Tech Credits	-	NA
Year 1 Transfer Credits	+	NA
Year 1 Other Credits	-	+
Earned Transfer Degree	+	+
Earned Other Assoc	+	NA
Transfer module only	NA	+
Received CC Need-Based Aid	-	NS
Age	-	-
Hispanic/Latino	-	-
Black/African American	NS	-
Native American	NS	-
Asian	+	+
Female v. Male	NS	NS

## Factors Contributing to Bachelor's Degree for Transfer Students

Factor	Portland, OR	Tempe, AZ
Total Terms FT CC & Average Credits/Term	+	+
Year 1 Dev Credits	NS	NS
Year 1 Transfer Credits	+	NA
Year 1 Other Credits	NS	+
Earned Transfer Degree	NS	-
Earned Transfer Module Only	NA	NS
Structured Swirl v. Linear	+	+
Received CC Need-Based Aid	-	NS
Age	+	NS
Hispanic/Latino & Native American & Asian	NS	NS
Black/African American	NS	-
Female v. Male	NS	+

## Summary

- At both sites, enrolling as close to full time as possible is a positive predictor of success.
- Students who enroll in developmental credits during year 1 are less likely to transfer.
- Efficacy of swirling depends on type of swirling and discipline area.
- Associate degree facilitates transfer, but not baccalaureate completion.
- Outcomes differ by ethnicity and age.

## Implications for Policy

- Communication within and across institutions is essential
- Establish data access/sharing agreements & structures among institutions & systems
- Establish state-level, inter-institutional transfer articulation agreements, taskforces, policies, etc.
- Provide consistent, accurate student advising and share “success” tips for transfer and attainment of baccalaureate degrees
  - e.g., Encourage students with “intent to transfer” to attend full-time, earn transfer “degree,” etc.
- Provide special assistance to students in groups with low transfer rates (non-traditional, students taking developmental courses, etc.)

## Best Practices & Next Steps

- Communication within and among states is crucial
- Secure state/institution level approvals & appropriate access to system/college level data
- Clearly define and consistently apply data definitions
- Clear data collection and analysis plans are critical
- Jointly identify data elements, determine consistent definitions, and create parallel modes of tracking
- Qualitative data provide crucial information about context and help interpret findings
  
- Data & policy discussions within and between states



## Questions? Contact:

Kathi A. Ketcheson

Office of Institutional Research and Planning  
Portland State University

503-725-3432

[ketchesonk@pdx.edu](mailto:ketchesonk@pdx.edu)

Shelly Potts

Office of University Evaluation & Testing  
Arizona State University

480-965-9291

[shelly.potts@asu.edu](mailto:shelly.potts@asu.edu)



## Join the Urban Transfer Research Network!

- Invitational Meeting at 5:00 PM today, location
- Additional Information at <http://www.pdx.edu/utrn/>
- Contact Co-PIs
  - Kathi A. Ketcheson, [ketchesonk@pdx.edu](mailto:ketchesonk@pdx.edu)
  - Shelly Potts, [shelly.potts@asu.edu](mailto:shelly.potts@asu.edu)