

# Four-Year University Considerations on Building Transfer Student Retention and Graduation Rate Reports

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# Why We Should Report on Transfer Students

- They are a big part of our nation's graduates
  - Some 20% of new 4-year students graduate from another institution (Adelman, 2006)
  - Nationally, about 60% of traditional-age 2-year transfers earn a baccalaureate (Adelman, 2006)
- Their performance tends to go unmeasured
  - IPEDS only measures fall new freshmen and their performance
  - Common Data Set ignores their performance
  - Rankings and guides follow CDS and propagate those statistics
- They deserve a parallel "Right to Know"
  - Athletes somewhat get this via NCAA requirements
  - Era of accountability it's only a matter of time for HEOA2 or WASC to ask for it anyway

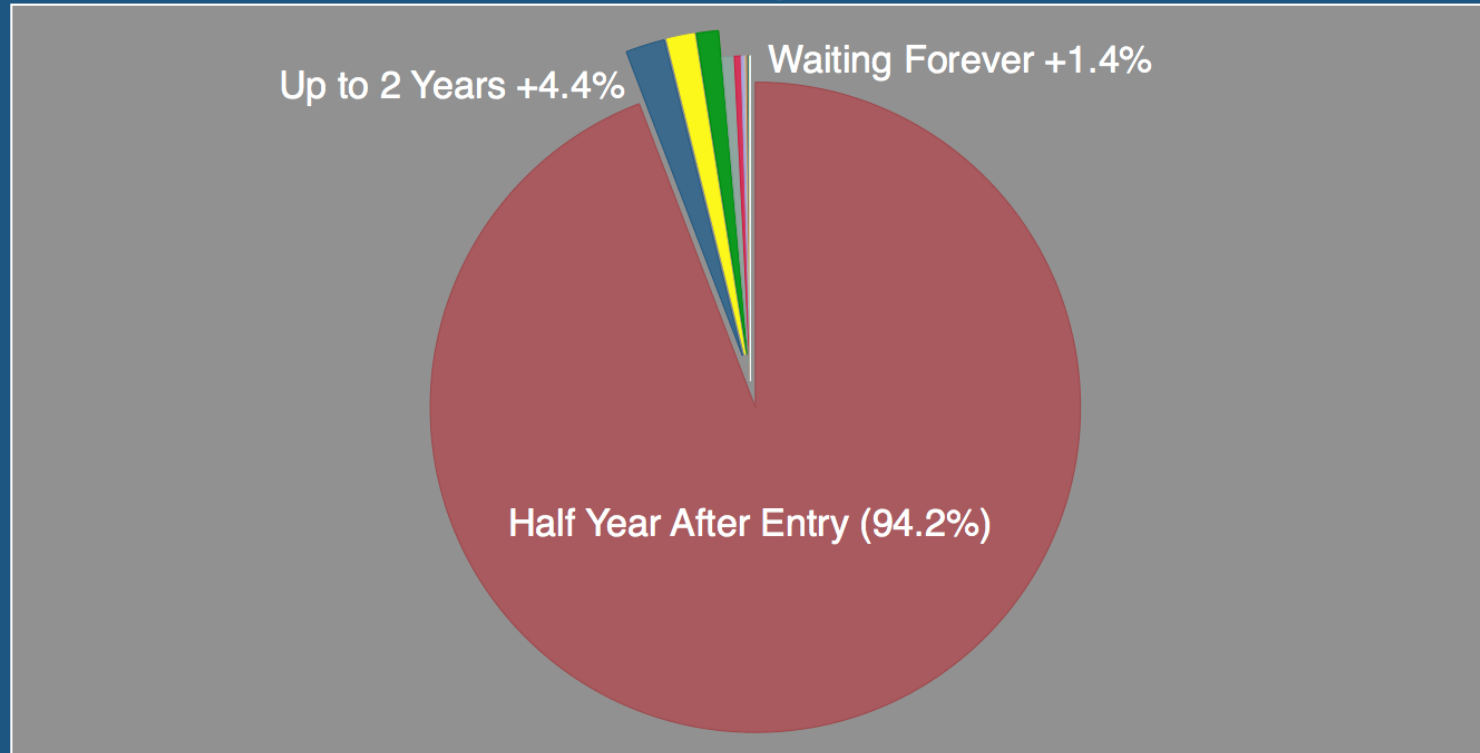
# What Prevents Careful Reporting?

- Heterogeneous experiences (and possibly outcomes)
  - 2-year vs. 4-year origin
  - Public vs. private experience
  - Any number of prior institutions (transiency)
  - 0-90 credits transferred
  - Varying transfer GPA
- Unclear definition of where a transfer student is from
  - Last institution (admissions perspective)
  - Student's strongest affiliation
  - Earned most credits
- Delays in transcripts getting forwarded and entered

Thanks SHRTRIT and  
SHRTRCR

# What is the Delay in Transcript Information?

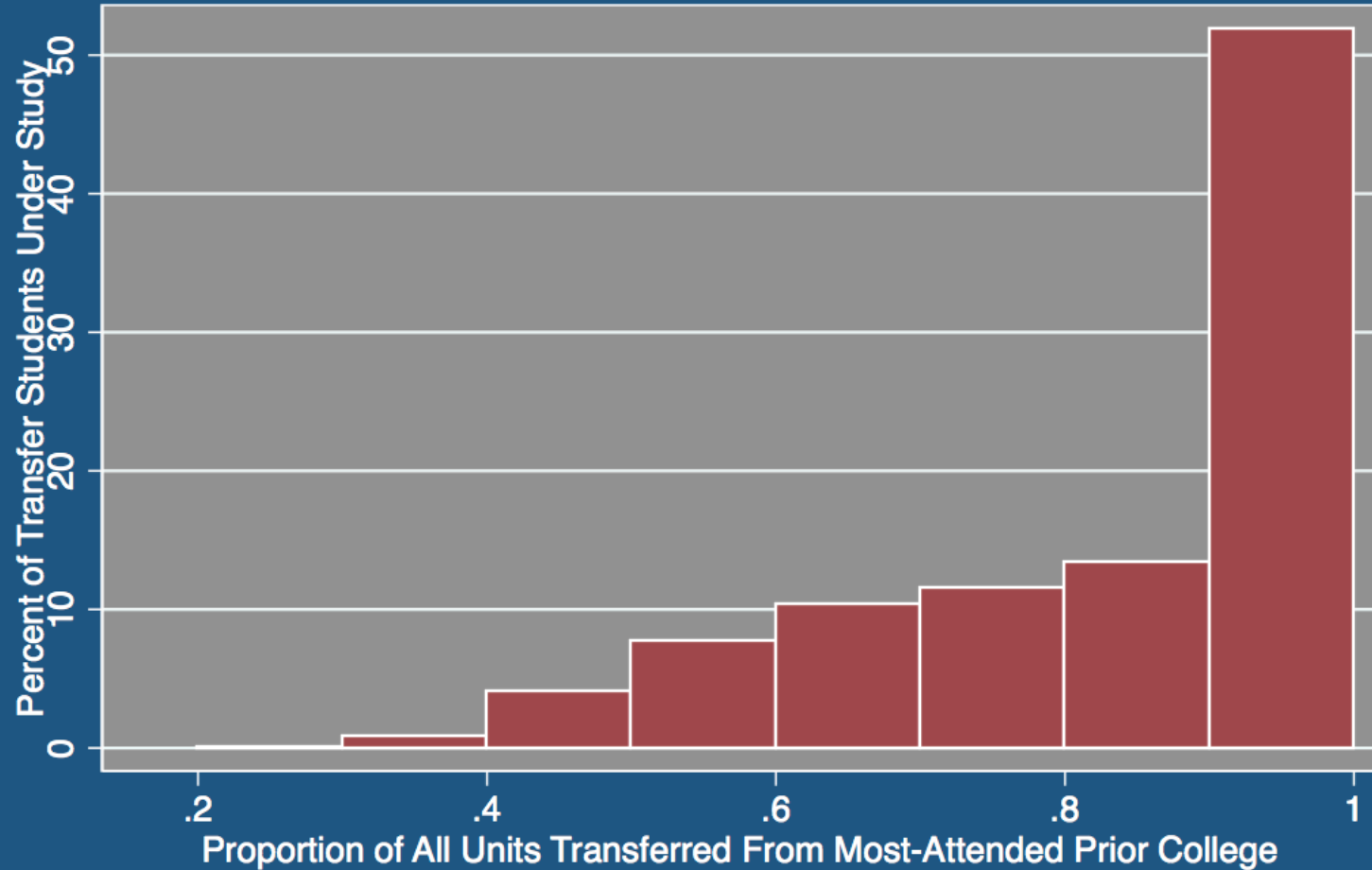
## Transferred Credits Coded By Semester of Database Entry Transfer Students Entering Fall 1999 to Fall 2005



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# “From” Means the Primary Transfer Institution

96% of transfers earned half or more units from one school



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- OLS and logistic regressions to estimate how much hypothesized characteristics influence graduation
  - Graduate within 2, 3, and 4 years
  - Retention NOT among list (transient population?)
    - 1% graduated before 1 year retention anyway!
    - 2% skipped 1 of next 2 terms but graduated anyway!
  - Time to graduation
- Strength of relationships influences report schema

## Summary Statistics of Data (Top Transfer Schools)

Santa Monica College	15%
Marymount College	8%
El Camino College	7%
Pasadena City College	3%
Orange Coast College	3%
Moorpark College	2%
West Los Angeles	2%
Glendale Community College	1%
Los Angeles Valley College	1%
College of the Canyons	1%

43% came from ten schools—450 schools in total

# Summary Statistics of Data (Transfer School Characteristics)

Level and Funding	2-year Public	58%
	2-year Private	9%
	4-year Public	16%
	4-year Private	17%
Previous Schools	1	40%
	2	35%
	3	17%
	4+	8%
Units Transferred	Average	53
	IQR	43/62



# Summary Statistics of Data (Student Characteristics)

Gender	Female	56%
Ethnicity	White	52%
	Hispanic	16%
	Unknown	11%
	Asian/PI	8%
	International/NRA	7%
	Black	5%
Age	Native	1%
	16-19	24%
	20	29%
	21-22	27%
	23+	20%

# 2-year Graduation

Logistic regression                      Number of obs = 2218  
    LR chi2(12) = 822.04  
    Prob > chi2 = 0.0000  
Log likelihood = -934.07917                      Pseudo R2 = 0.3056

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	grad_2yr   Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]	
totalxferh~s	1.430743	.0423245	12.11	0.000	1.350147	1.516149
totalxferh~2	.9979715	.0002074	-9.77	0.000	.9975651	.9983781
xfergpa	.872691	.1523305	-0.78	0.435	.6198421	1.228683
priv2yr	.8312516	.1643764	-0.93	0.350	.5641715	1.224768
priv4yr	.6495479	.1129104	-2.48	0.013	.4620059	.9132187
publ4yr	.9144759	.1694372	-0.48	0.629	.6360024	1.314879
male	.7421708	.0861446	-2.57	0.010	.5911586	.9317593
age	1.007371	.0151797	0.49	0.626	.9780546	1.037567
minority	.6519482	.0883006	-3.16	0.002	.4999486	.8501603
prevschool~t	.8523435	.0525385	-2.59	0.010	.7553471	.9617956
fs_crat	1.40295	.0435546	10.91	0.000	1.32013	1.490966
fs_pwiu	.0282726	.0169864	-5.94	0.000	.0087087	.0917858

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# 3-year Graduation

Logistic regression                      Number of obs =    2218  
    LR chi2(12)    =   564.43  
    Prob > chi2    =   0.0000  
 Log likelihood = -1139.5204                  Pseudo R2     =   0.1985

	grad_3yr	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]
totalxferh~s	1.146188	.0140684	11.12	0.000	1.118943	1.174096
totalxferh~2	.9991903	.0001069	-7.57	0.000	.9989808	.9993998
xfergpa	1.392737	.2135231	2.16	0.031	1.031264	1.880911
priv2yr	.6859878	.1199531	-2.16	0.031	.4869381	.9664047
priv4yr	1.007403	.1489647	0.05	0.960	.7539383	1.346078
publ4yr	.9857734	.1496321	-0.09	0.925	.7321025	1.32734
male	.8098701	.0846203	-2.02	0.044	.6598976	.9939263
age	.9764045	.0126647	-1.84	0.066	.951895	1.001545
minority	.7795724	.0954096	-2.03	0.042	.6133104	.9909063
prevschool~t	.8702715	.0503035	-2.40	0.016	.7770583	.9746663
fs_crat	1.235318	.0288636	9.04	0.000	1.180023	1.293205
fs_pwiu	.019793	.0086149	-9.01	0.000	.0084338	.0464514

# 4-year Graduation

Logistic regression                      Number of obs = 2218  
   LR chi2(12) = 358.42  
   Prob > chi2 = 0.0000  
Log likelihood = -1038.0836                  Pseudo R2 = 0.1472

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	grad_4yr	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]
totalxferh~s	1.090847	.0118954	7.97	0.000	1.067779	1.114412
totalxferh~2	.9994746	.0001002	-5.24	0.000	.9992782	.9996711
xfergpa	1.436632	.2293885	2.27	0.023	1.05059	1.964526
priv2yr	.6812433	.1263196	-2.07	0.038	.4736615	.9797977
priv4yr	1.032167	.1626943	0.20	0.841	.7578444	1.405787
publ4yr	1.137407	.1857346	0.79	0.430	.8258815	1.566442
male	.8935317	.0992501	-1.01	0.311	.7187234	1.110857
age	.9596441	.0123997	-3.19	0.001	.9356463	.9842574
minority	.7270636	.093102	-2.49	0.013	.5656845	.934481
prevschool~t	1.04859	.066011	0.75	0.451	.9268746	1.18629
fs_craatt	1.165184	.026998	6.60	0.000	1.113453	1.219319
fs_pwiu	.0282557	.0107819	-9.35	0.000	.0133753	.0596912

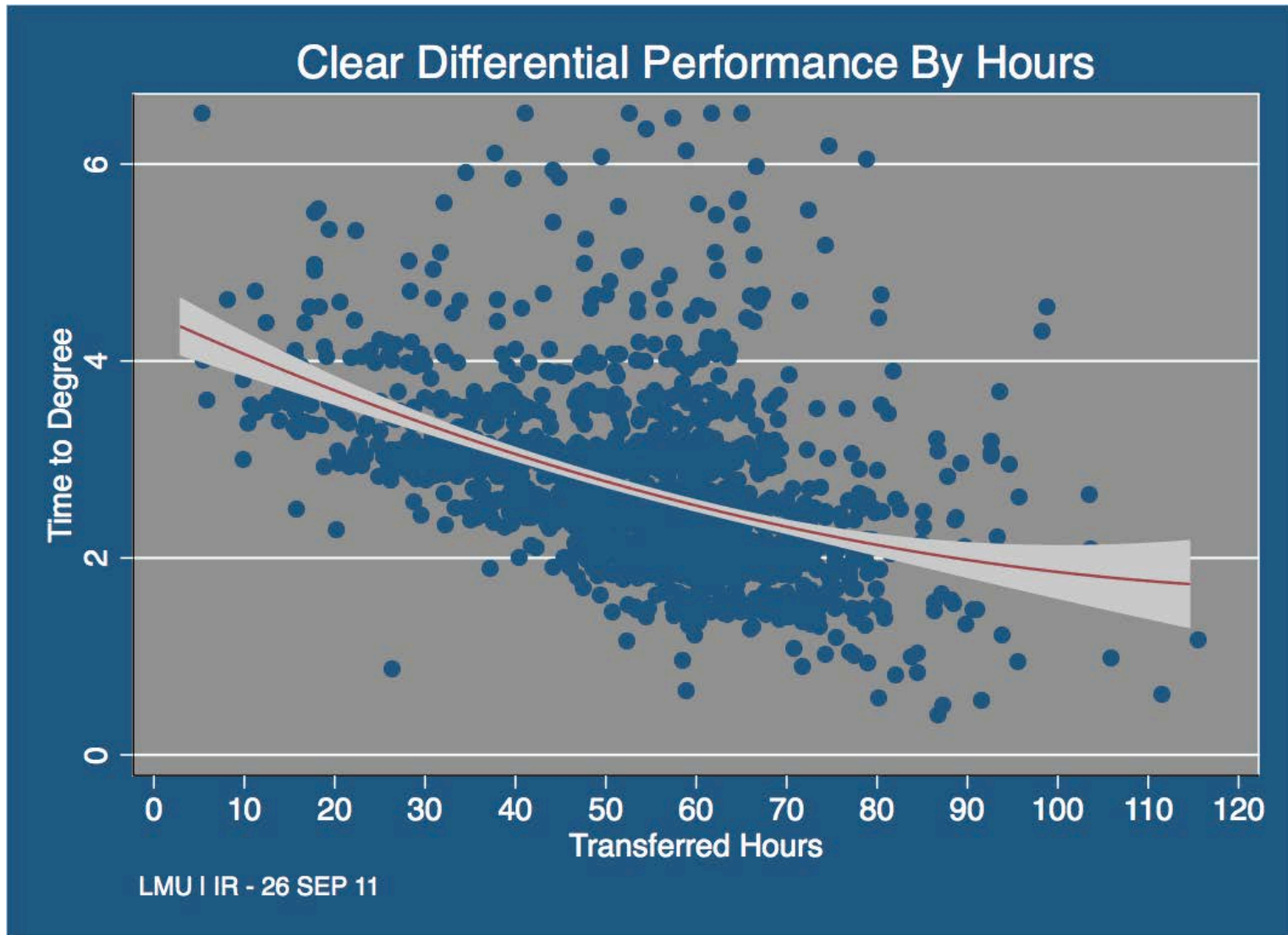
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# Time to Degree (Among Graduates)

Source	SS	df	MS	Number of obs = 1790	
-----+-----			F( 12, 1777) = 45.38		
Model	419.470191	12	34.9558493	Prob > F	= 0.0000
Residual	1368.91584	1777	.77035219	R-squared	= 0.2346
-----+-----			Adj R-squared = 0.2294		
Total	1788.38603	1789	.99965681	Root MSE	= .8777

-----+-----						
ttd	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
-----+-----						
totalxferh~s	-.0479807	.0050871	-9.43	0.000	-.057958	-.0380035
totalxferh~2	.0001926	.0000446	4.32	0.000	.0001051	.0002801
xfergpa	.0150835	.0617251	0.24	0.807	-.105978	.1361449
priv2yr	.1081582	.0753613	1.44	0.151	-.0396478	.2559643
priv4yr	.0307052	.0595016	0.52	0.606	-.0859952	.1474055
publ4yr	-.0128636	.0616891	-0.21	0.835	-.1338544	.1081273
male	.1263047	.0423344	2.98	0.003	.0432743	.2093351
age	-.0045611	.0057383	-0.79	0.427	-.0158157	.0066935
minority	.1407078	.0504925	2.79	0.005	.0416769	.2397387
prevschool~t	.127709	.02308	5.53	0.000	.0824422	.1729758
fs_crat	-.0974118	.0099339	-9.81	0.000	-.1168953	-.0779284
fs_pwiu	.8760878	.2129918	4.11	0.000	.458347	1.293829
_cons	5.76948	.3180085	18.14	0.000	5.14577	6.39319

# Top Take-Home: Transfer Hours Explained Most Variance



- Illustrative to condition on some grouping of total transfer units
  - Romantic to have some mapping to class level
  - But it's uncommon to come in a freshman or a senior
- Should break down by ethnicity (and may as well by gender even though no real differences, because people will ask)
- Inconsistent relationship between control and school level imply no need to condition this way\*

# Implementation

All Transfer Students												
Cohort Year	Transfer Students			Percent of Cohort that Graduated within M years								
	N			2			3			4		
	0-39*	40-59*	60+*	0-39*	40-59*	60+*	0-39*	40-59*	60+*	0-39*	40-59*	60+*
1999-0	92	175	192	1.1	16.0	46.4	39.8	64.0	81.8	55.7	73.1	84.4
2000-1	81	147	174	0.0	14.3	54.0	33.8	61.9	76.4	60.8	75.5	83.9
2001-2	88	116	157	0.0	16.4	50.3	35.3	68.1	77.1	61.2	78.4	82.2
2002-3	112	177	211	4.0	23.7	47.9	41.6	66.7	71.1	63.4	72.9	78.7
2003-4	58	89	114	0.0	27.0	56.1	60.3	67.4	84.2	75.9	74.2	86.8
2004-5	29	43	72	0.0	18.6	43.1	28.6	55.8	76.4	57.1	74.4	83.3
2005-6	62	99	131	0.0	20.2	58.0	27.9	76.8	76.3			
2006-7	91	131	148	0.0	15.3	49.3						
2007-8	125	122	136									
Historical Average				0.9	18.6	50.6	38.8	66.2	77.3	62.2	74.6	82.8

Note (\*): Transfer students were placed in one of three categories based on the number of transfer credits they had in their records by two years after their first semester. All statistics were computed separately for these three categories of students.

With further breakdowns by sex, ethnicity, college, and HEOA financial aid categories



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