- 1. Community College Students Don't Want to Transfer
- 2. Community College Transfer Students Take Linear 2+2 Pathways
- 3. Transfer Students are Inadequately Prepared for University
- 4. Transfer Outcomes are Equitable
- 5. Transfer Students Don't Lose Much Credit When They Transfer





# Community to lege Students Don't War a to Transfer





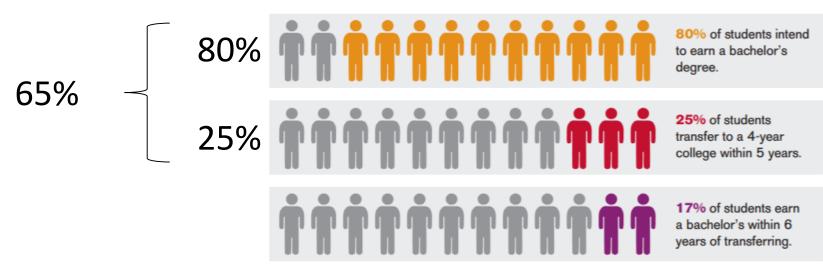
### Vertical Transfer Gap

Gap between the percent of students who aspire to transfer and those who actually transfer

### At What Rate Do Students Transfer and Graduate?

Over 80 percent of community college students intend to earn at least a bachelor's degree. However, only about a quarter end up transferring (20 percent of these students earn an associate degree or certificate first). Only 17 percent complete a bachelor's degree.<sup>3</sup>

### Many Students' Transfer Expectations Are Not Met<sup>4</sup>





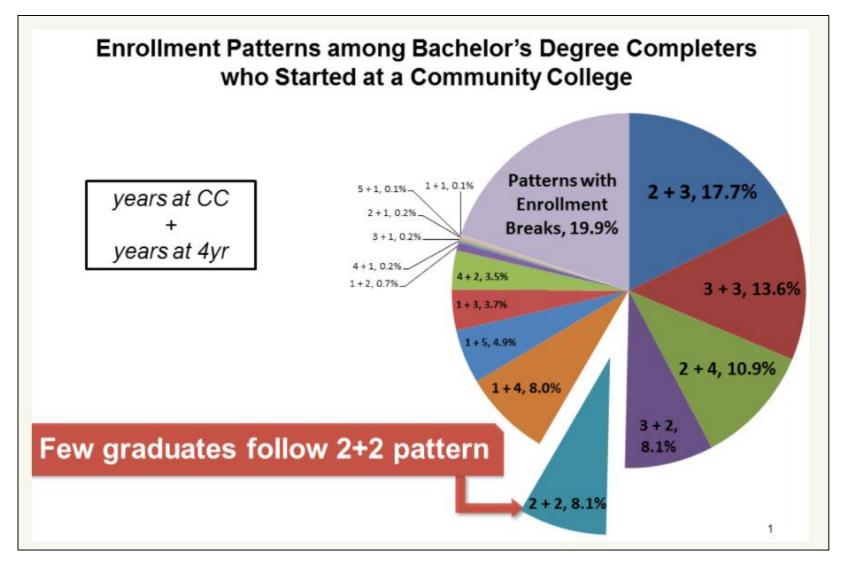




Community College Transfer
Students Talle Linear 2+2
Pathways to the Bachelor's
Degree





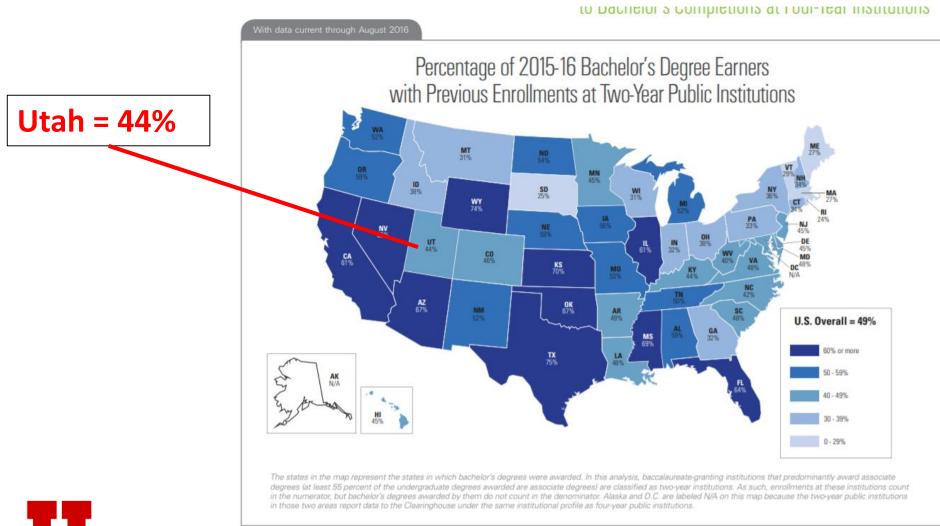




Source: Fink (2017)



### Transfer helps students complete their bachelor's degree!





Source: National Student Clearinghouse (2017)



# Transfer tudents are Inadequatel Prepared for University





# Nationally representative data show **NO DIFFERENCE** in bachelor's degree attainment between community college transfers and 4-Year rising juniors.

TABLE 2
Differences on Educational Attainment by Type of College First Attended:
Linear regression and propensity score matching

	Total Non-Remedial College Credits				Baccalaureate Attainment			
	OLS <sup>z</sup>		PSM		Probit		PSM	
		ATT	ATE	ATU		ATT	ATE	ATU
Linear Regression (Weighted								
Transfer versus Rising Junior	1.02				0.001	5.00		
Standard errors	(3.7)				(0.04)	5.00		
F/LR	9.36**				12.54**	5.00		
Linear Regression <sup>b</sup>								
Transfer versus Rising Junior	1.05	3.03	3.68		-0.04	-0.06	-0.06	
Standard errorsc		(2.38)	(3.33)	(4.0)		(0.03)	(0.03)	(0.04)

### Notes

Source. National Education Longitudinal Study of 1988/2000 (NCES 2003-402).



Source: Melguizo, Kienzl, & Alfonso (2011)



<sup>&</sup>lt;sup>a</sup> The control variables used include: female, Hispanic, SES, test scores, academic program in high school, participated in honors program in high school, participated in school government in high school, had a child by 1992, married by 1992, educational expectations, grants, loans, work in study related activities, census region dummies, county average manufacturing rate, county income in 1992, two-year tuition in county, four-year public tuition in county.

<sup>&</sup>lt;sup>b</sup> The standard errors were calculated using bootstrapping and 50 repetitions.

<sup>&</sup>lt;sup>c</sup> The bandwidth used was 0.4 and the trimming level was 40.

<sup>\*</sup> Significant at 5%; \*\* significant at 1%







### Inequitable Transfer Access

Nationally representative data 1970s, 80s, & 90s:

- Black, low-SES, female, and older community college students less likely to transfer than their counterparts (Dougherty & Kienzl, 2006; Lee & Frank, 1990; Velez & Rajshekhar, 1987)
- Racial Transfer Gap (Crisp & Nunez, 2014)
  - 45% of White CC students transfer
  - 32% of Black and Latinx CC students transfer



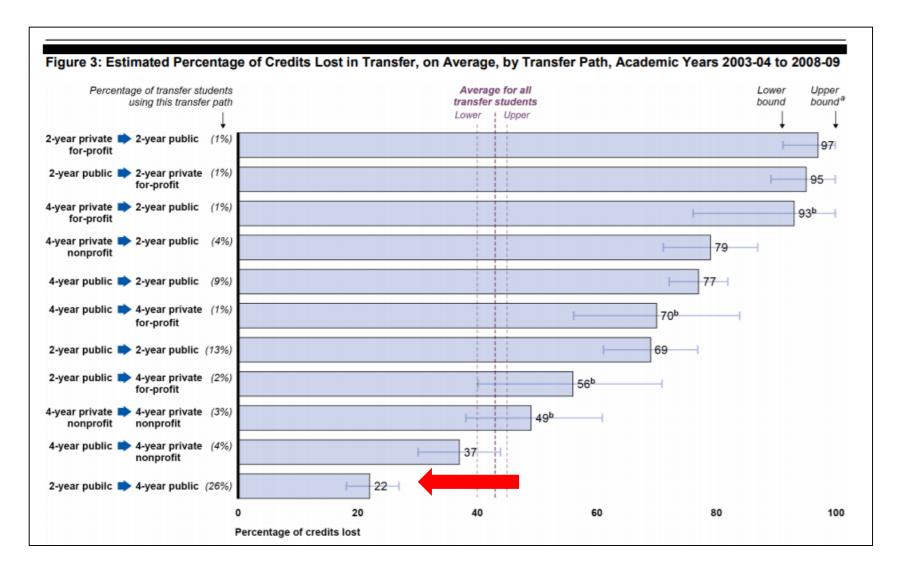


## Transfer Students Don't Lose Much Credi When They Transfer





## Credit Loss: On average, students lose 22% of community college credits when they transfer.







Source: Government Accountability Office (2017)