

Reverse Transfer Students and Postsecondary Outcomes: A Potential Opportunity



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Illinois Education Research Council**

Reverse Transferring vs. Reverse Articulation

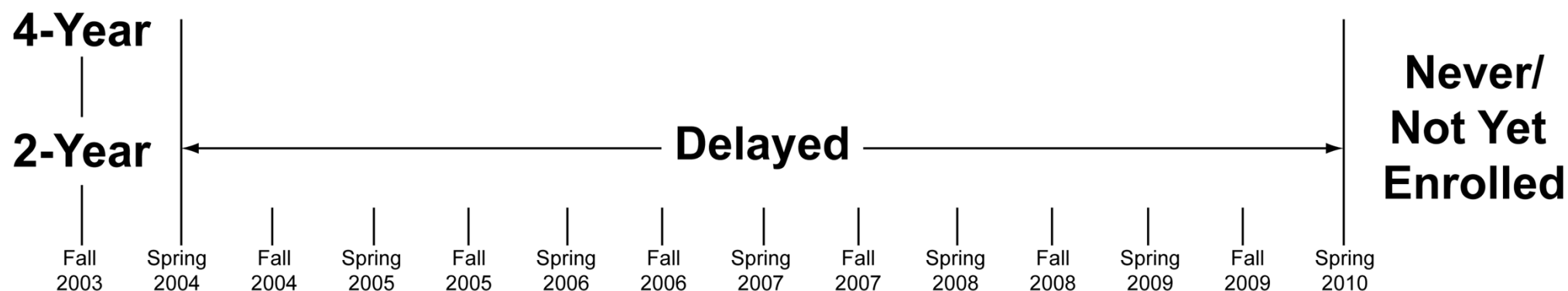
Reverse Transferring

- Pertains to students who start at a four-year college and later transfer to a community college.
- The term has been used in research for the past 20 years.
- The definition usually excludes concurrent enrollment and summer school enrollment.
- A transfer takes place.

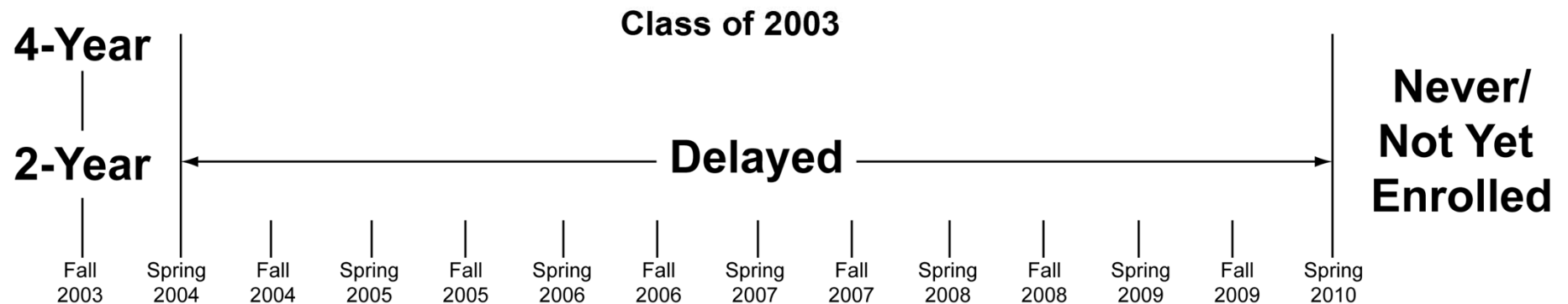
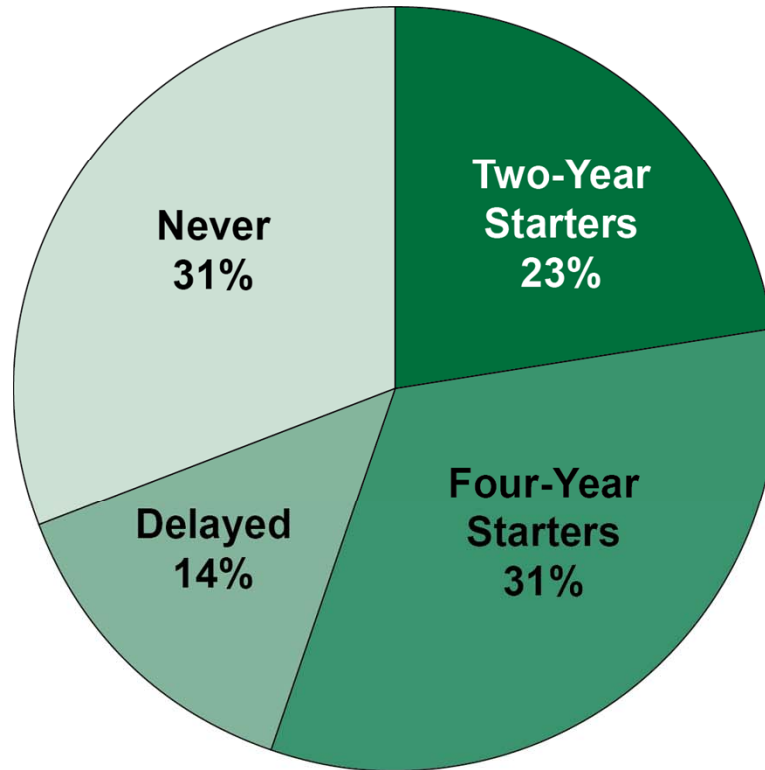
Reverse Articulation

- Pertains to students who start at a community college and later transfer to a four-year without earning an associate's degree (vertical).
- Involves the post-transfer articulation of credit from the four-year college to the original community college.
- The emphasis is on the ex post facto awarding of associate's degrees for vertical transfer students by using credits earned at the four-year to fulfill degree associate's degree requirements.

Basic Types of Postsecondary Enrollment

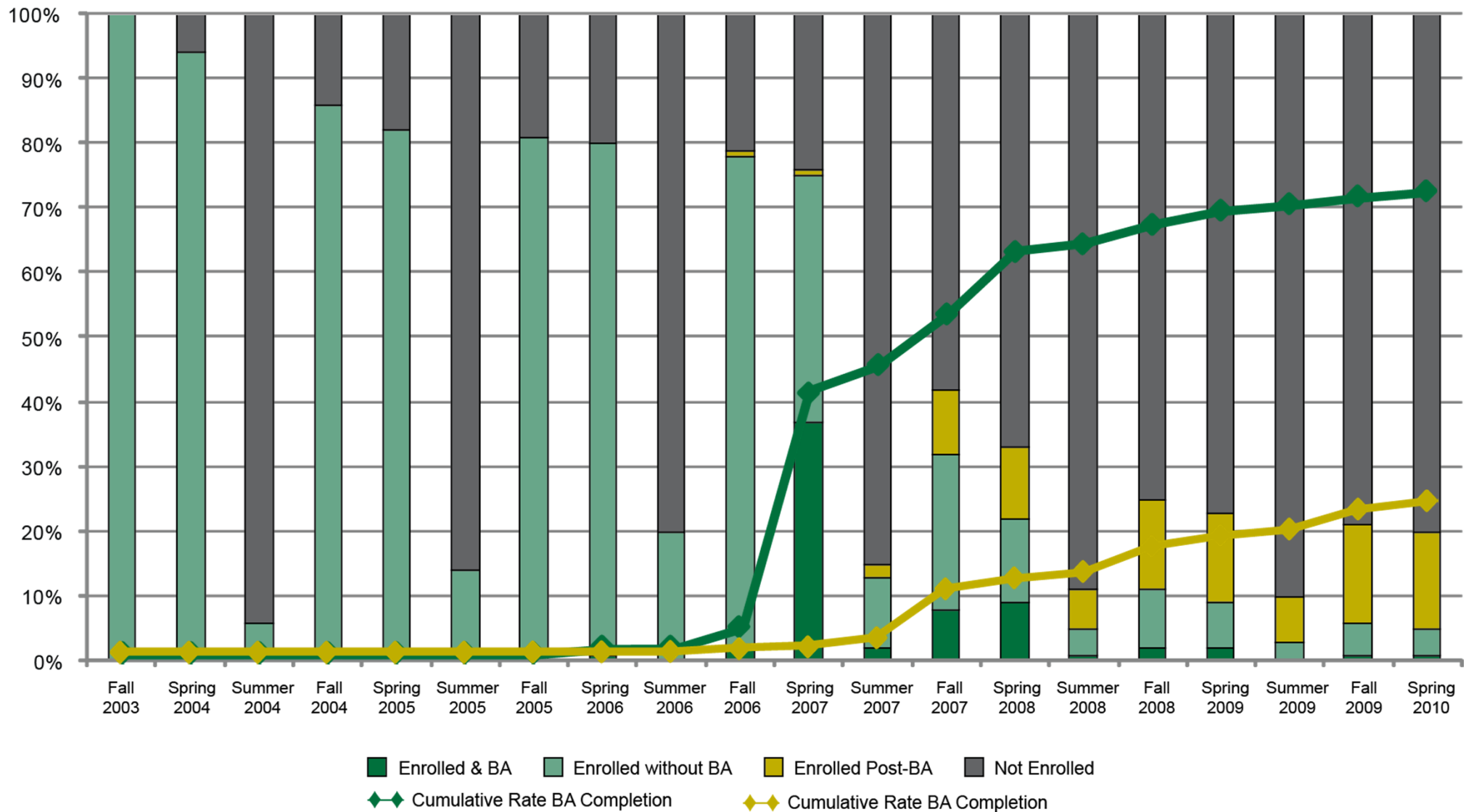


The study starts with the portion of the Illinois High School Class of 2003 (N=115,677) that enrolled at a four-year college during the fall semester of 2003.



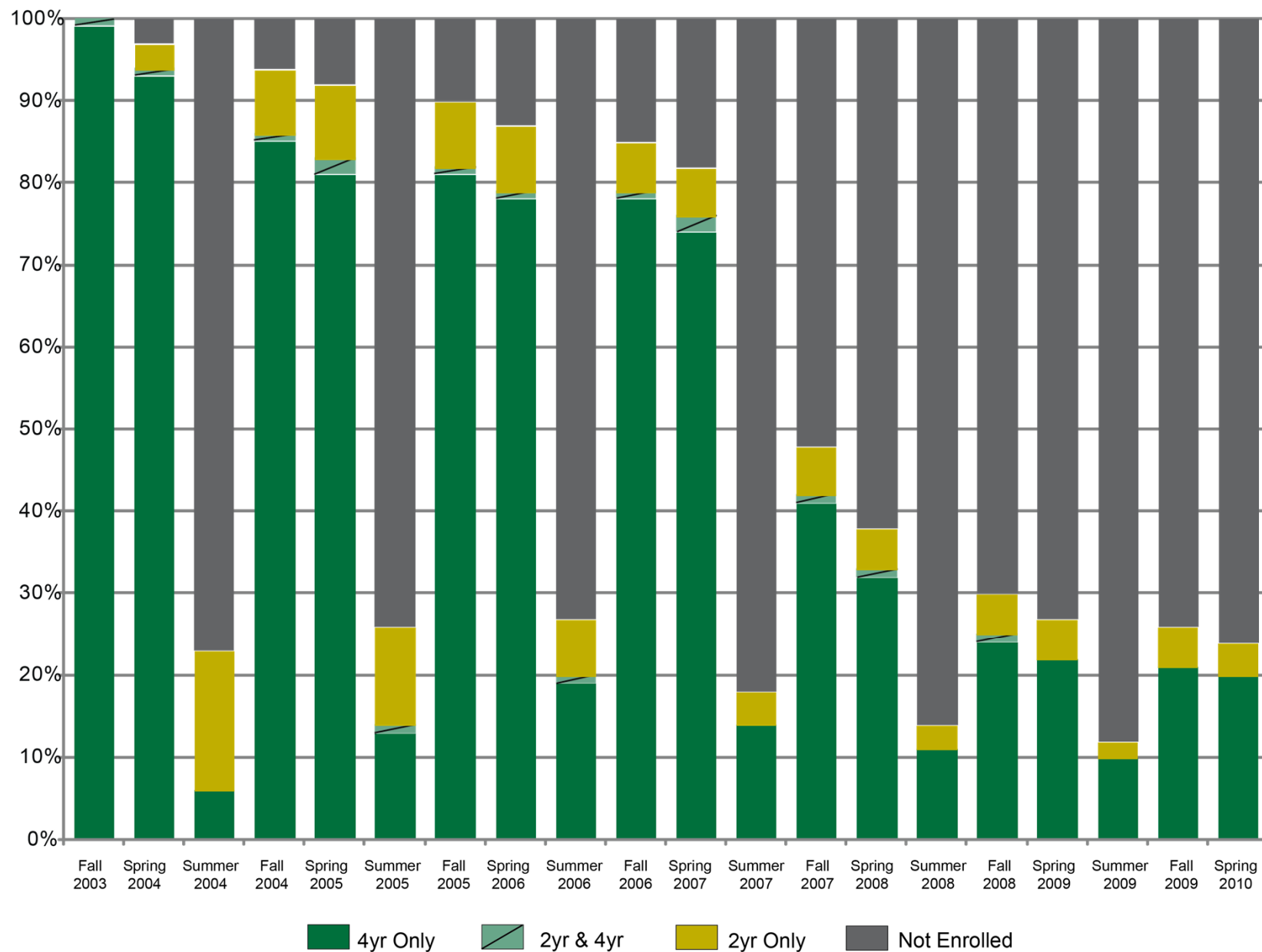
In total, there were 37,165 four-year starters.

Persistence and Bachelor's Completion

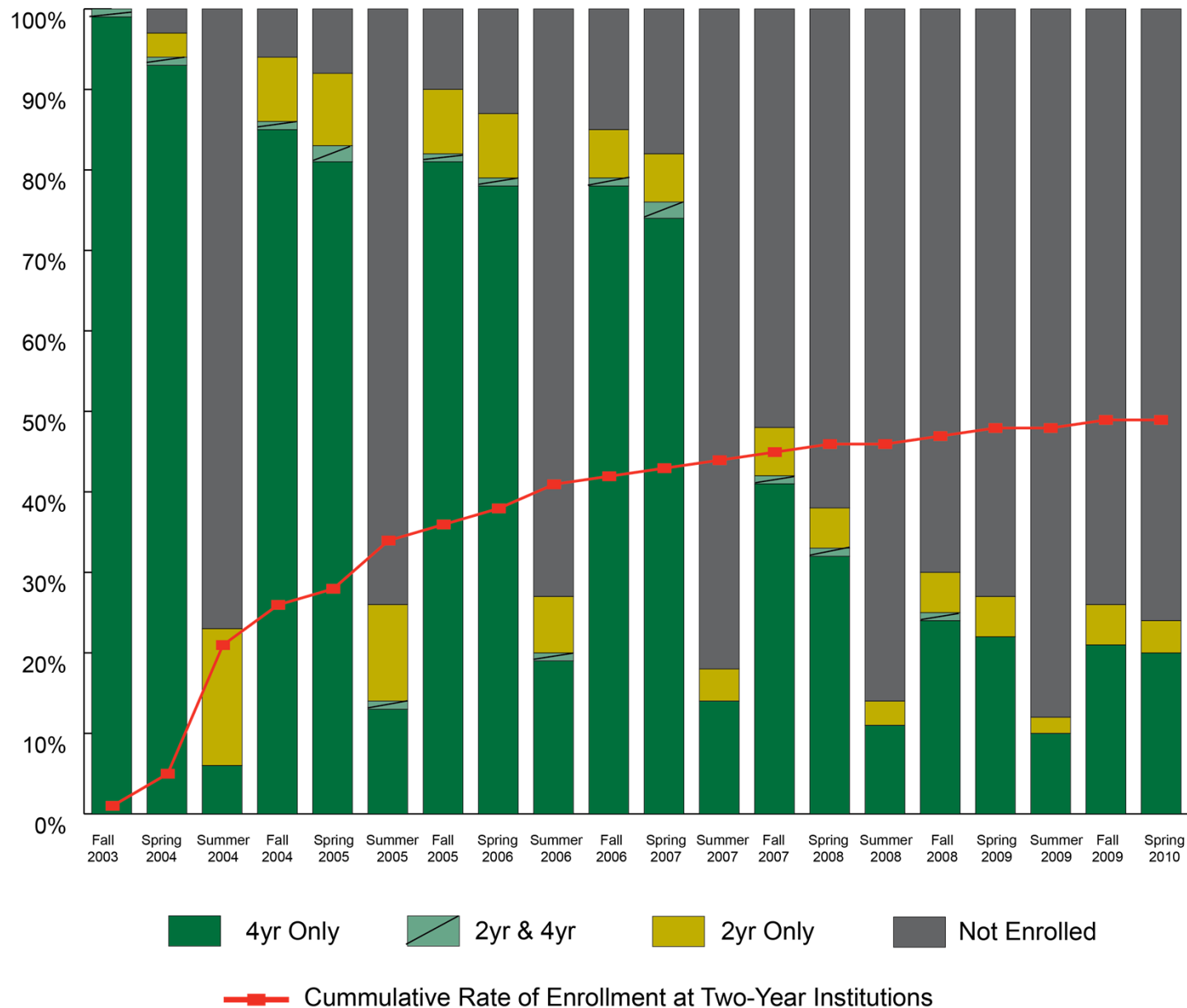


But can't a four-year entrant persist by sake of transferring to a community college?

Enrollment at 4yr and 2yr Institutions



Enrollment Trends for Four-Year Starters

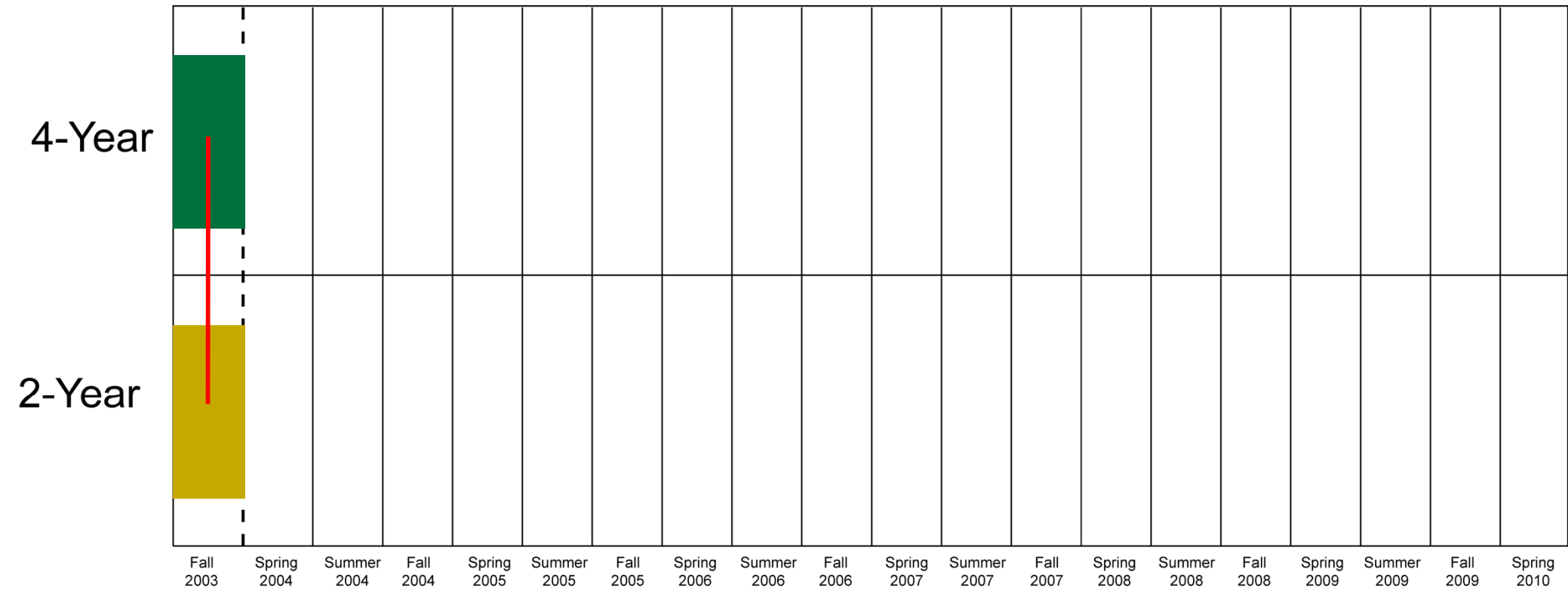


There are different ways the four-year starters utilize the community college system.

- During summer session
- By sake of reverse transferring
- After earning a bachelor's degree
- Co-enrolled at a four-year institution
- To finish a graduation requirement at a four year institution(<1%)

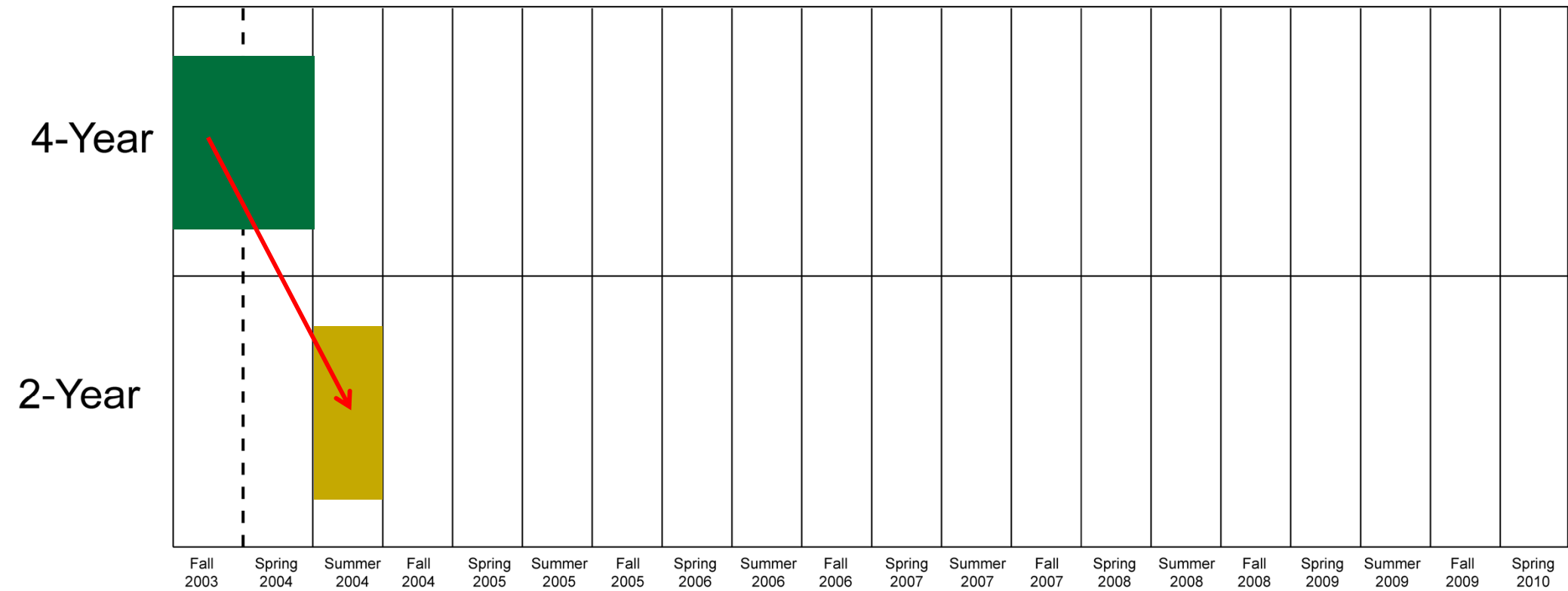
These are not mutually exclusive

Different Types of 2-Year Enrollment



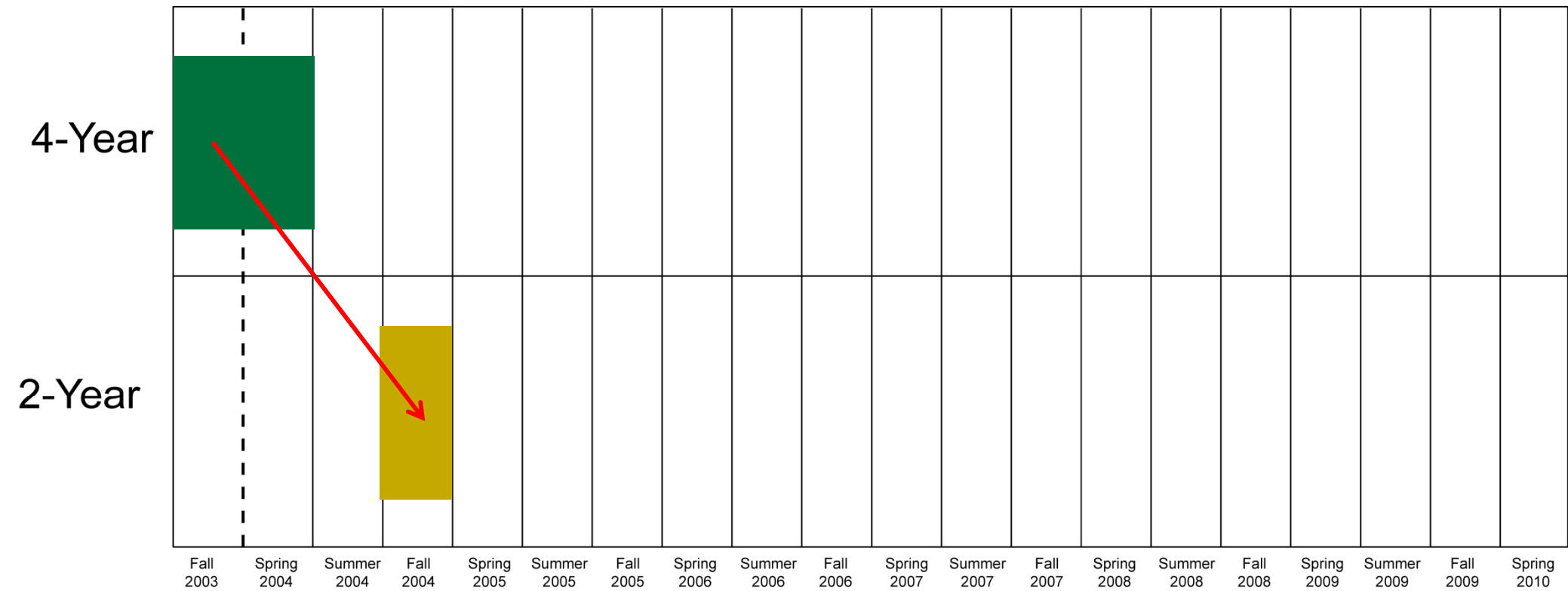
- Co-Enrolled

Different Types of 2-Year Enrollment



- Co-Enrolled
- Summer

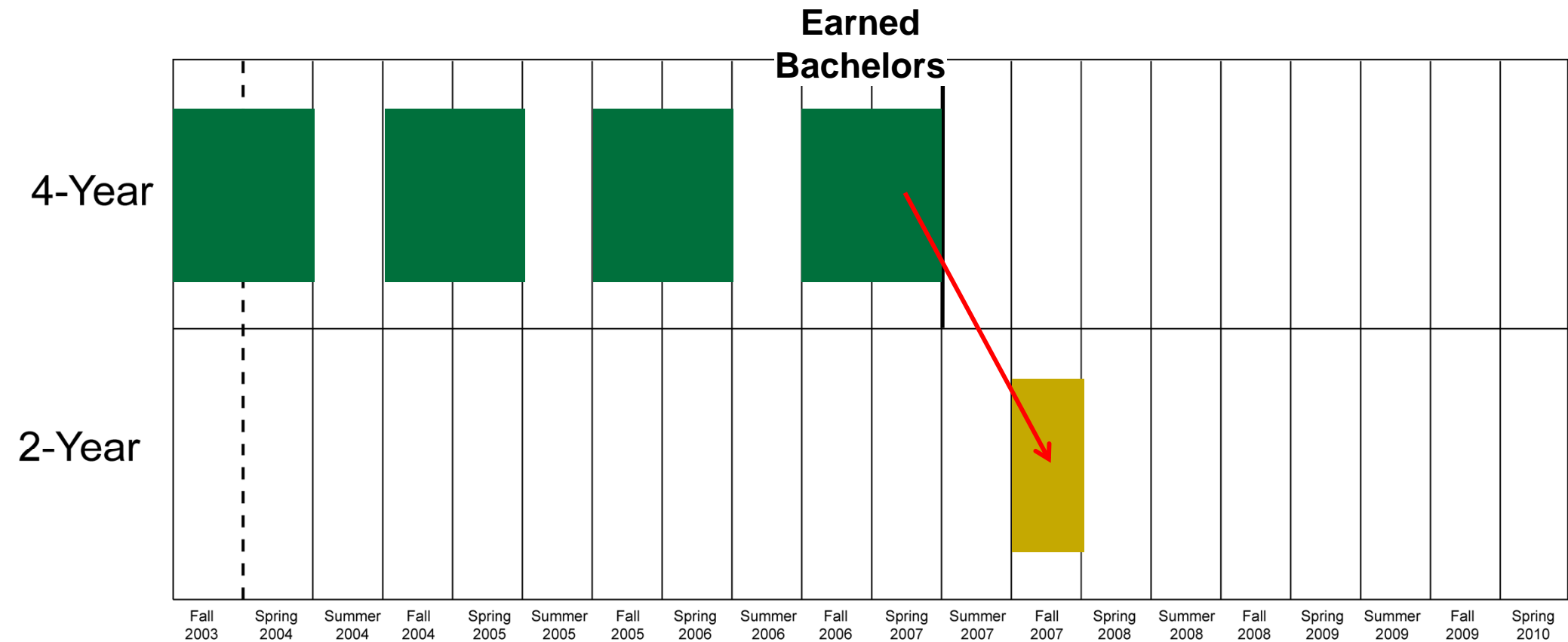
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- Reverse Transfer

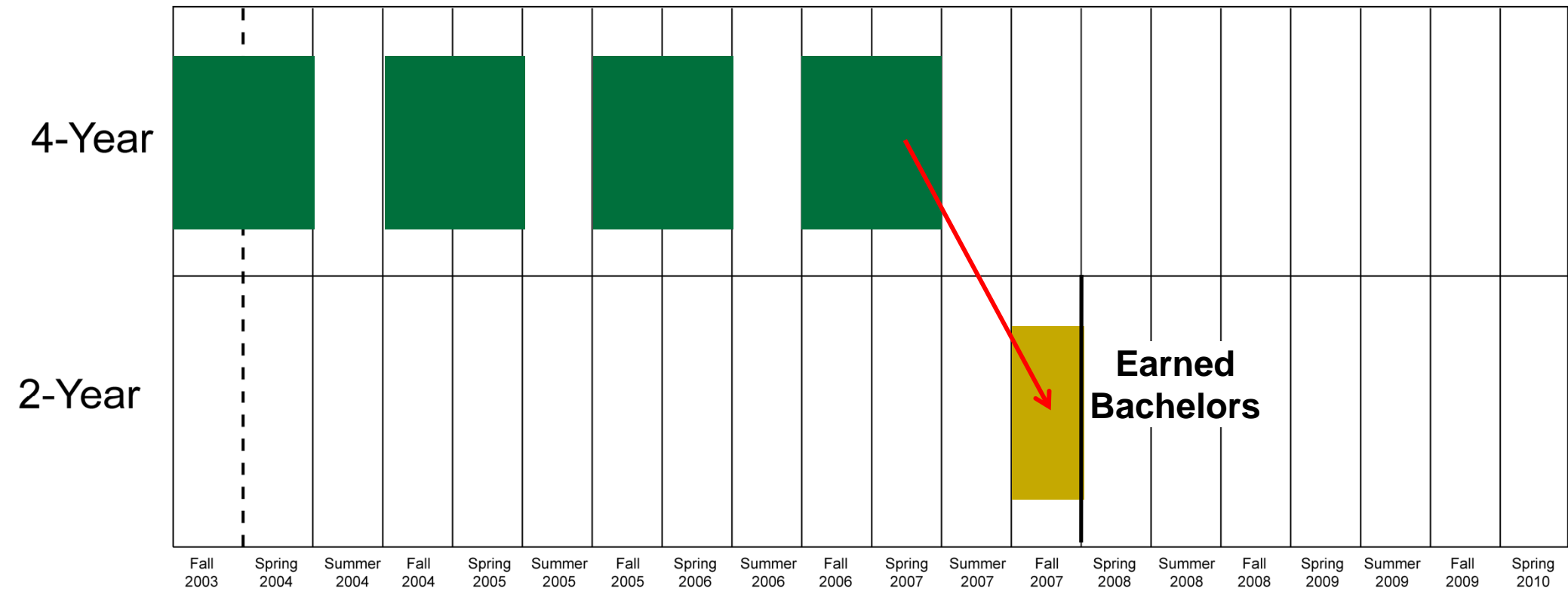
Different Types of 2-Year Enrollment



- Co-Enrolled
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- Reverse Transfer
- Post-Bachelors

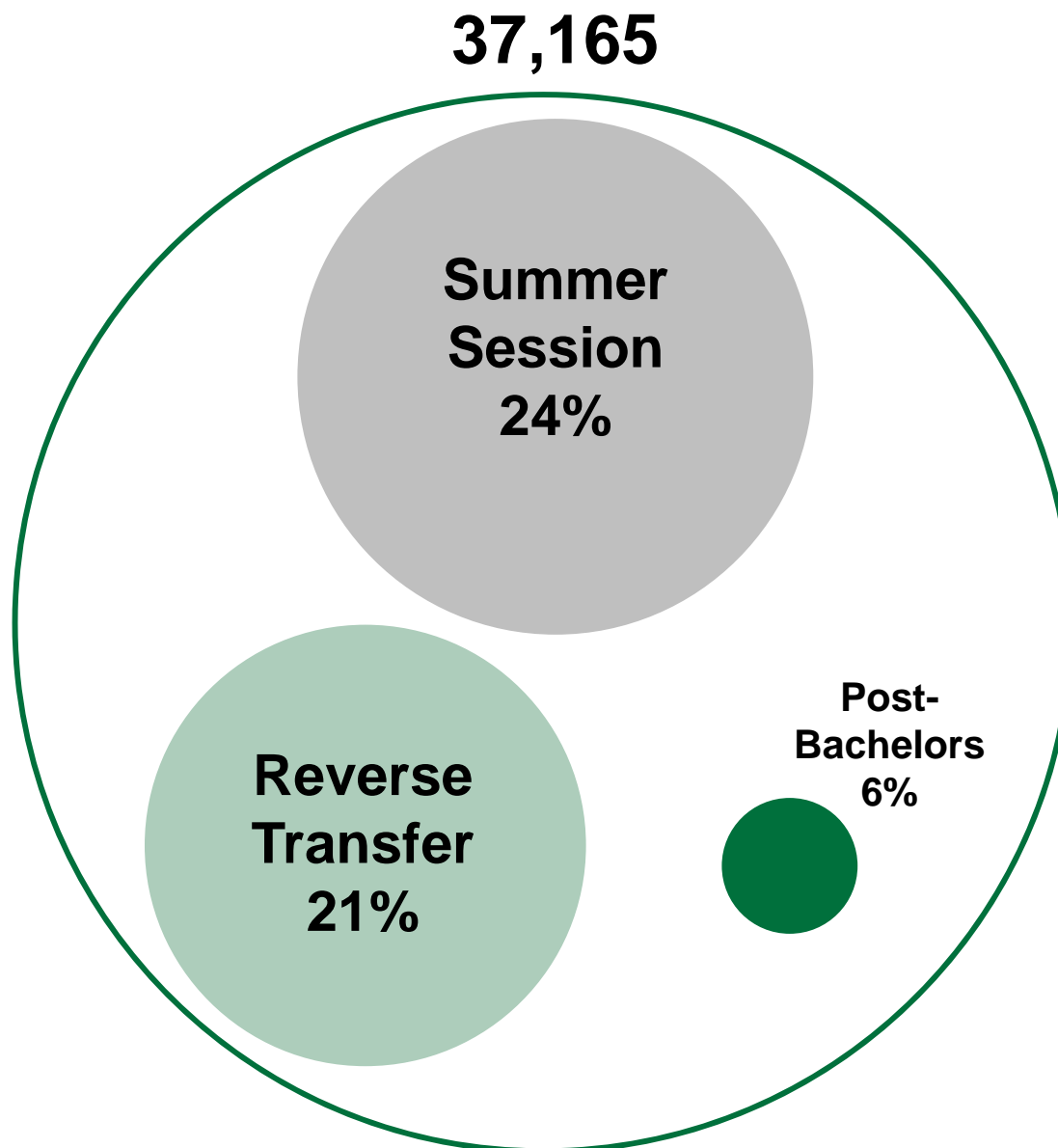
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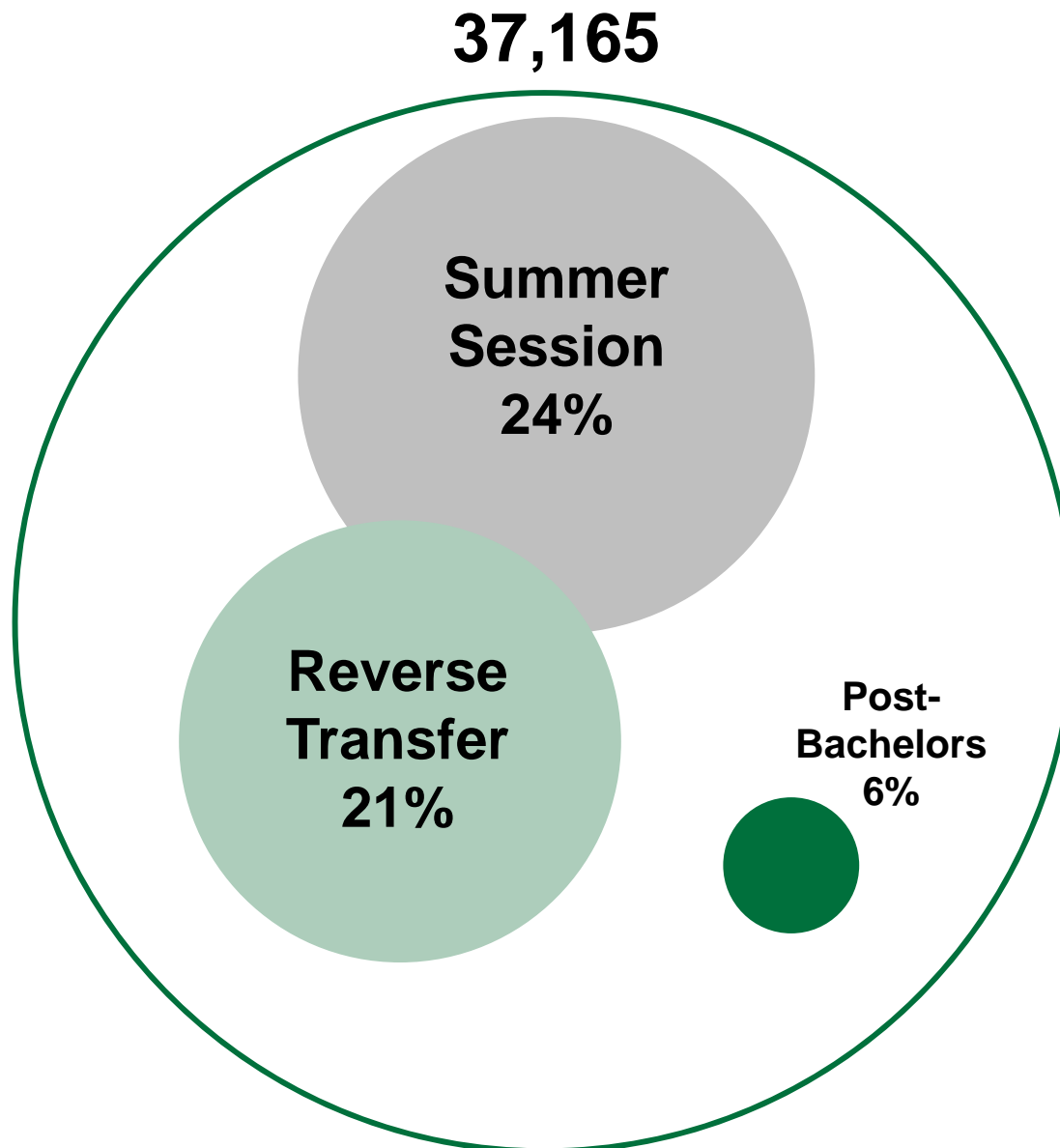
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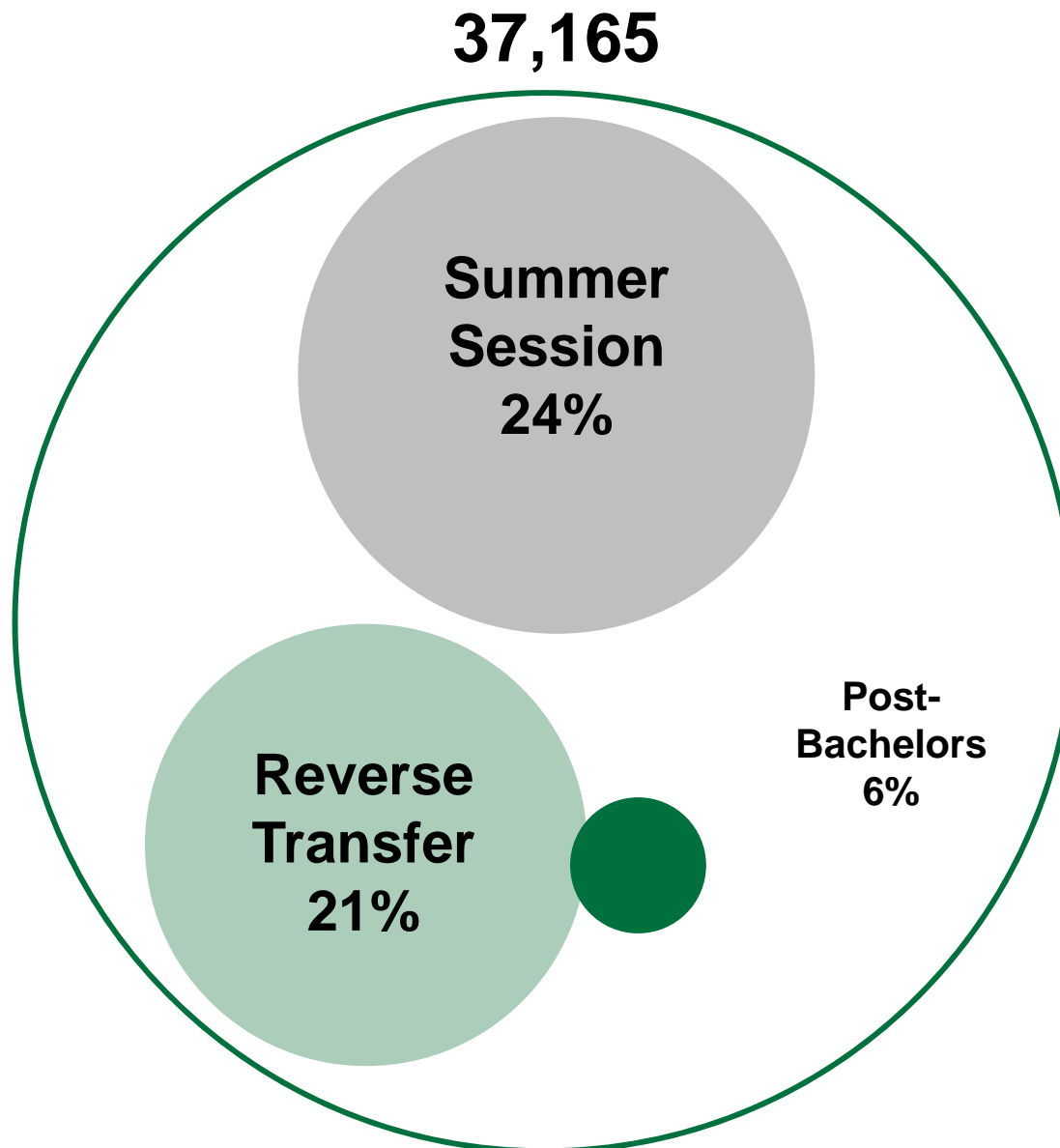
The Overlap of Types of Utilization



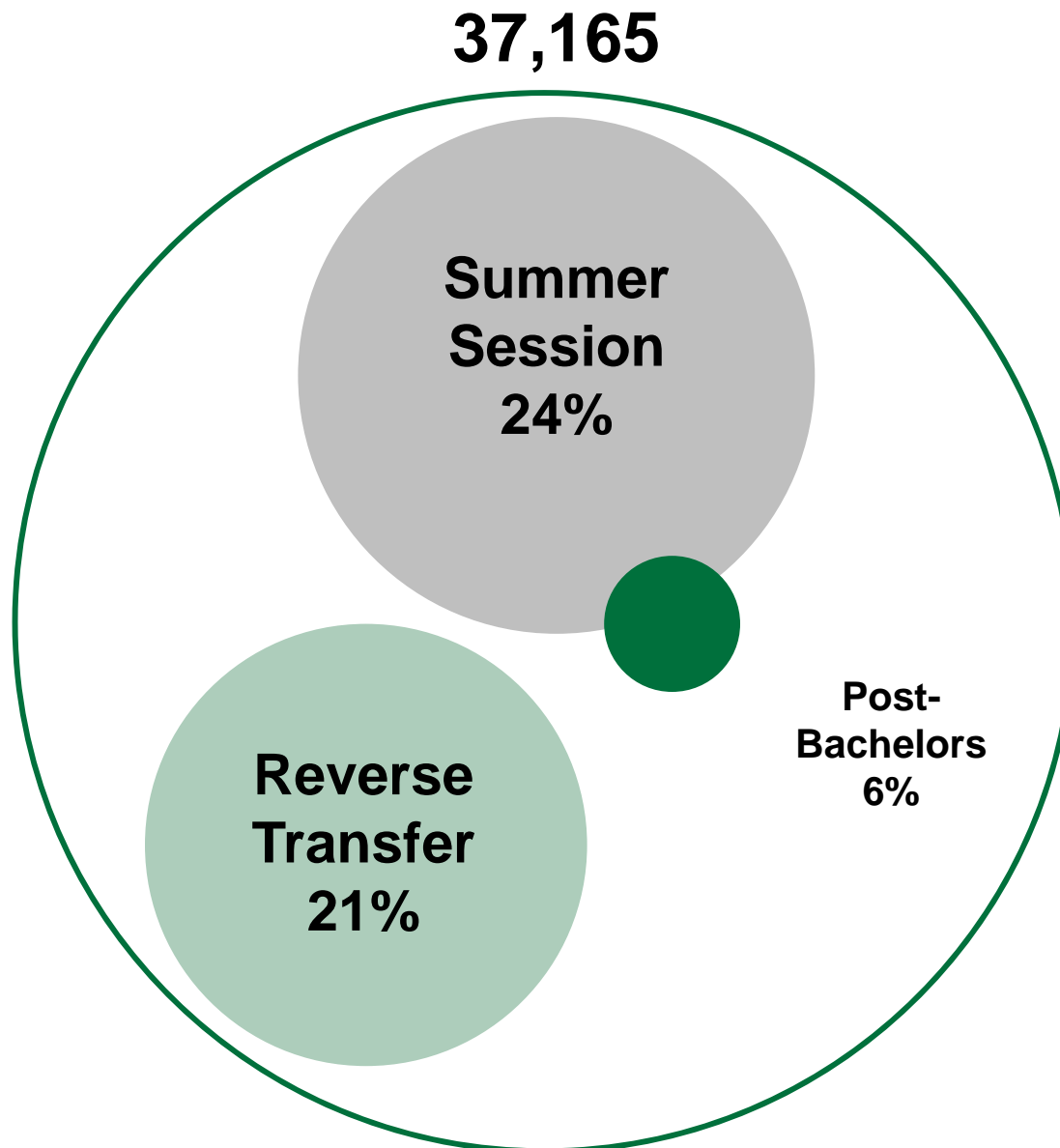
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The Overlap of Types of Utilization



Rationale for Study

- Only half of reverse transfer students make it back to a four-year institution.
- One-fifth of reverse transfer students eventually earn a bachelor's degree and even fewer (around 15%) earn a certificate or degree during their stay at a community college.
- The low rate of degree completion associated with reverse transferring makes it the form of student mobility most deserving of attention (Goldrick-Rab and Pfeffer, 2009).

Reverse Transferring

Good, Bad, Ugly, or Benign?

- Reverse Transferring Diminishes Diplomas
- Reverse transfer students head in the wrong direction
- Reversing the course
- Community colleges, universities may have new relationship

Who are Reverse Transfer Students?

- More similar to community college entrants and 4-yr college drop-outs than to other 4-yr entrants and bachelor's completers.
- Lower SES, lower parental education, more likely to be from the working class.
- Similar to other 4-yr starters in terms of the college saving behaviors of their parents and the discussions about college admissions with their parents.
- Academic difficulties during college
 - Traced back to high school preparation
 - In terms of academic preparedness they fall somewhere between other 4-yr entrants and community college entrants.

Sources of Data

- **ACT-Prairie State Achievement Examination** and the Student Interest Profiler
- **National Student Clearinghouse**-covers 92% of all postsecondary enrollment
- **Illinois High School Report Card**-institutional characteristics of the high schools
- **Barron's**-selectivity of the four-year institutions

Research Questions: Conditional Upon Initially Enrolling at a Four-Year Institution:

1. What factors are related to an accelerated time to reverse transfer?
2. Among reverse transfer students, which outcomes were attained at the community college (e.g., associate's completion)?
3. Among reverse transfer students, what factors are related to an accelerated time to return to a four-year institution?
4. Among those returning, what factors are related to an accelerated time to bachelor's completion?

Factors

Category	Variables
Student Characteristics	Gender & Race
Student Academic Characteristics	HS class rank, HS GPA, highest expected degree, HS program type, core curriculum, ACT test scores, AP participation, stated need for help
Ability to Pay/ Financial Aid	Parental income, number of siblings, expecting to receive financial aid, expecting to work while enrolled
High School Characteristics	Region, Mean HS Composite ACT, Distance to 1 st Four-Year, Distance to CC, Distance to Four-Year of Return
Four-Year Characteristics	Sector, selectivity, state

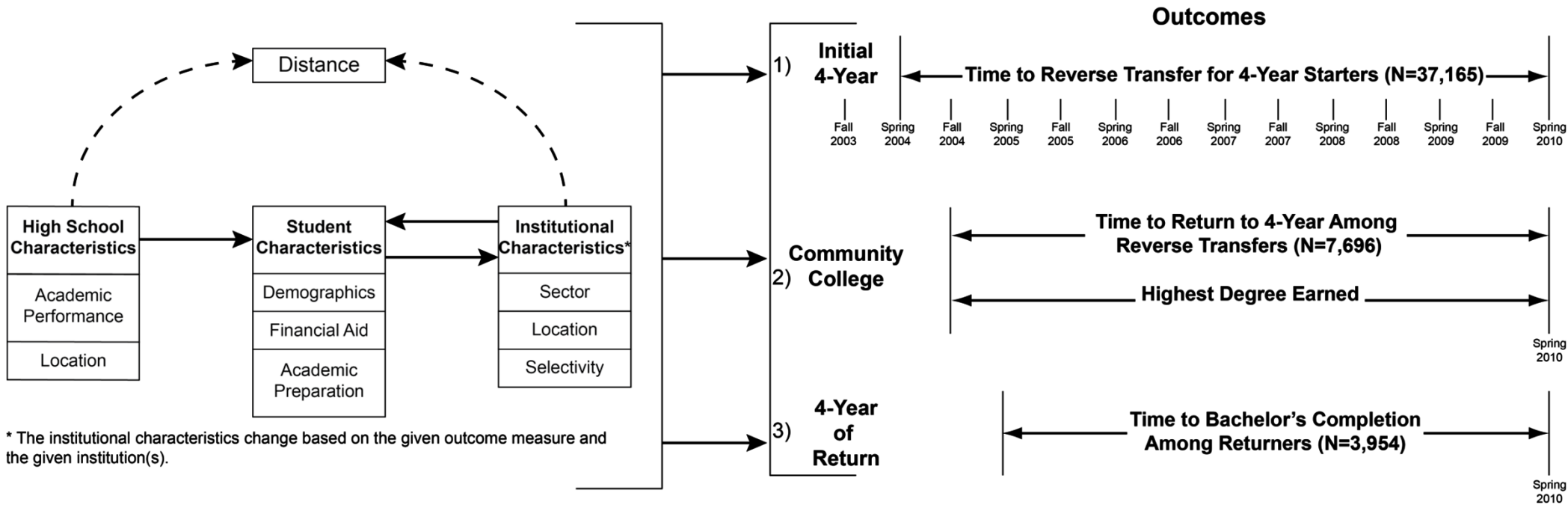
Outcomes

Outcome	Description
Reverse Transfer	Dichotomous indicator of whether a 4-yr starter ever enrolled at a community college excluding summer enrollment, concurrent enrollment, and post-bachelor's enrollment.
Highest CC Degree	Ordinal measure of a student's highest level of degree attainment while enrolled at a community college. Ranked as follows: a) associate's; b) certificate; and c) no degree.
4-yr Return	Dichotomous indicator of whether a reverse transfer student ever returned to a 4-yr institution after their community college enrollment.
Bachelor's Completion	Dichotomous indicator of whether a returner earned a bachelor's degree by the end of the spring semester of 2010.

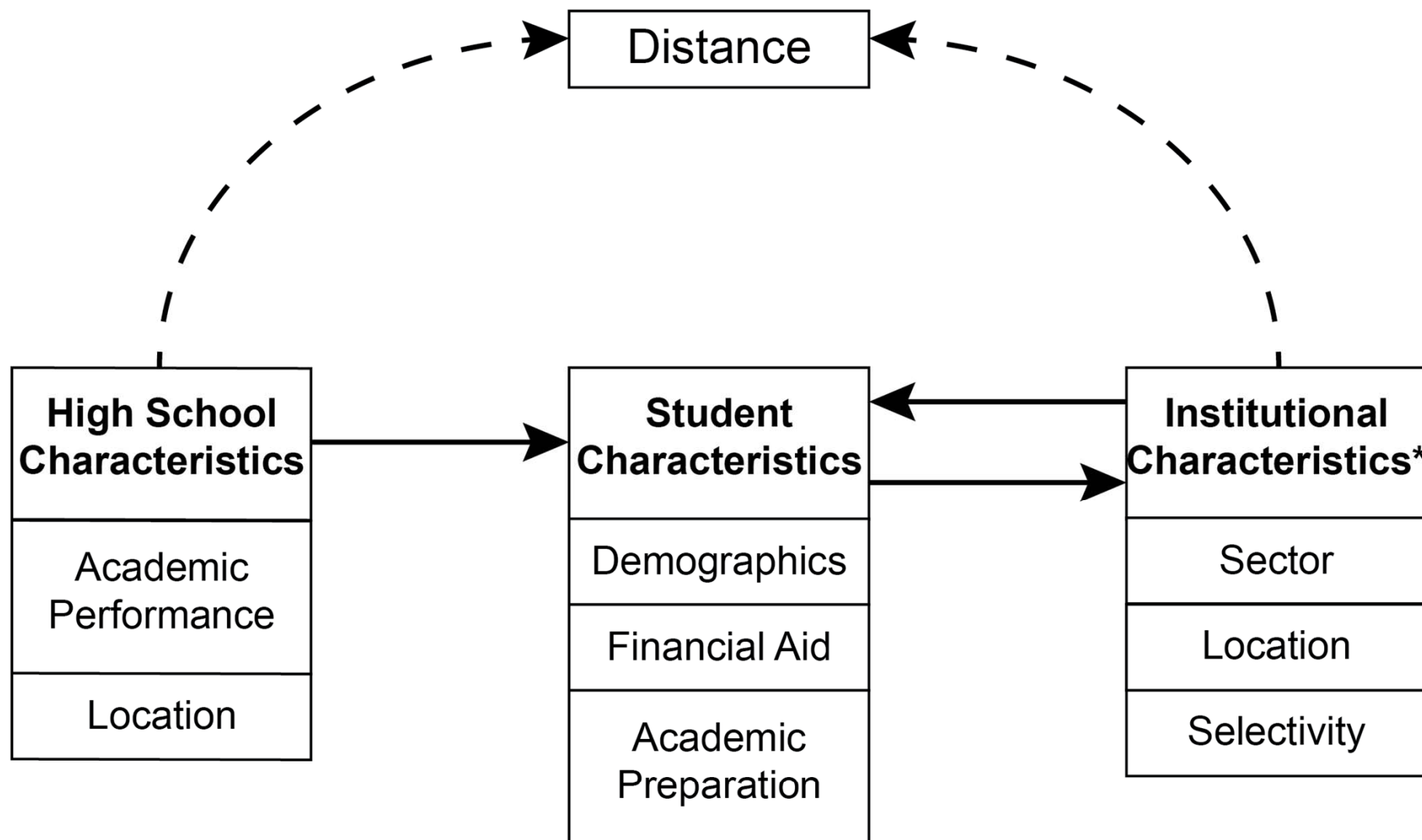
Survival Analysis (Cox Regression)

- Traditionally used in medical and epidemiology research.
- Used to explore the relationship between a set of explanatory variables and a time-based event of interest (number of semesters until reverse transfer).
- Provides an estimate of the treatment effect (odds ratios) on survival after adjusting for the explanatory variables.

Conceptual Diagram



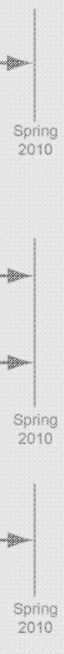
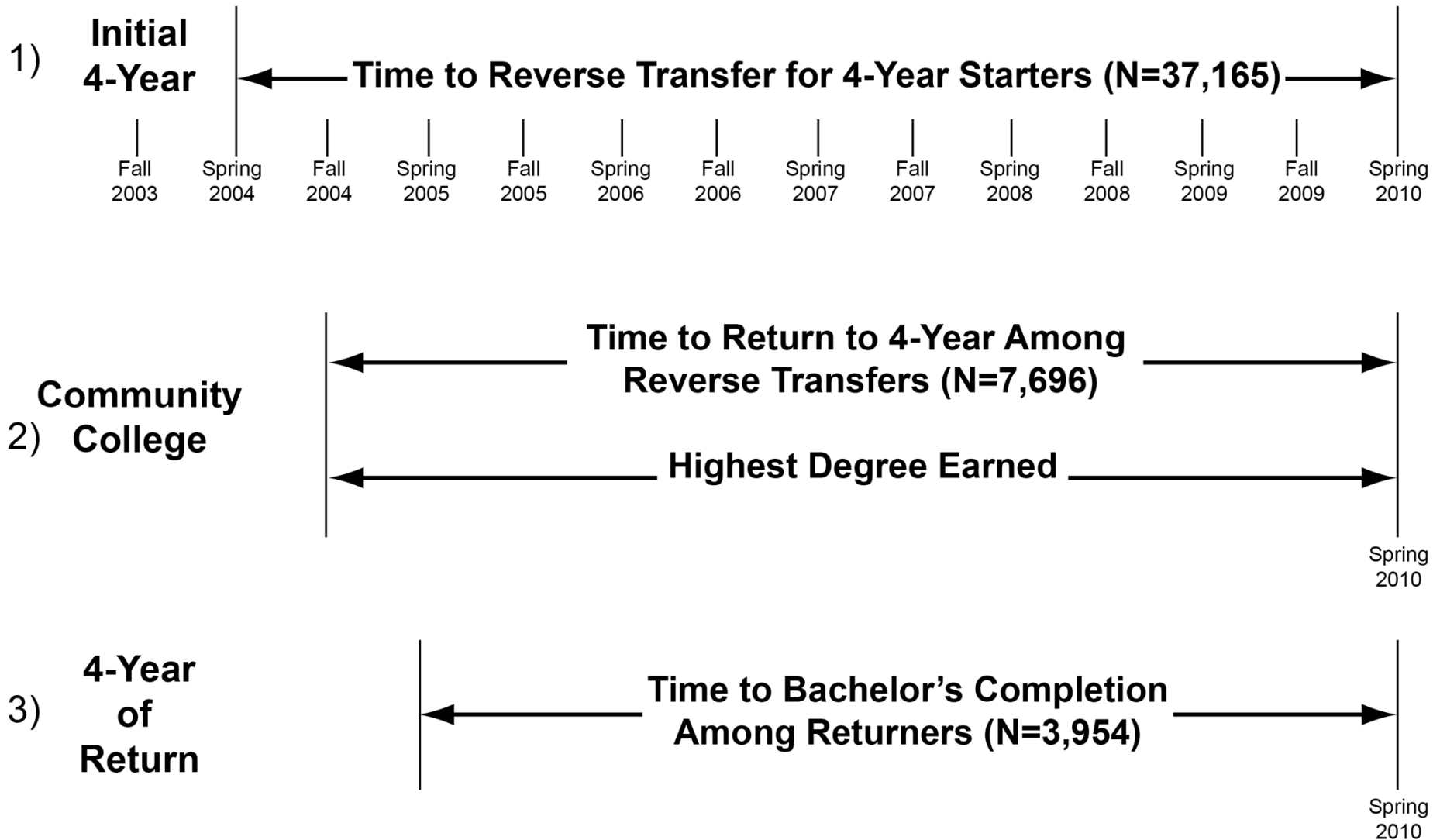
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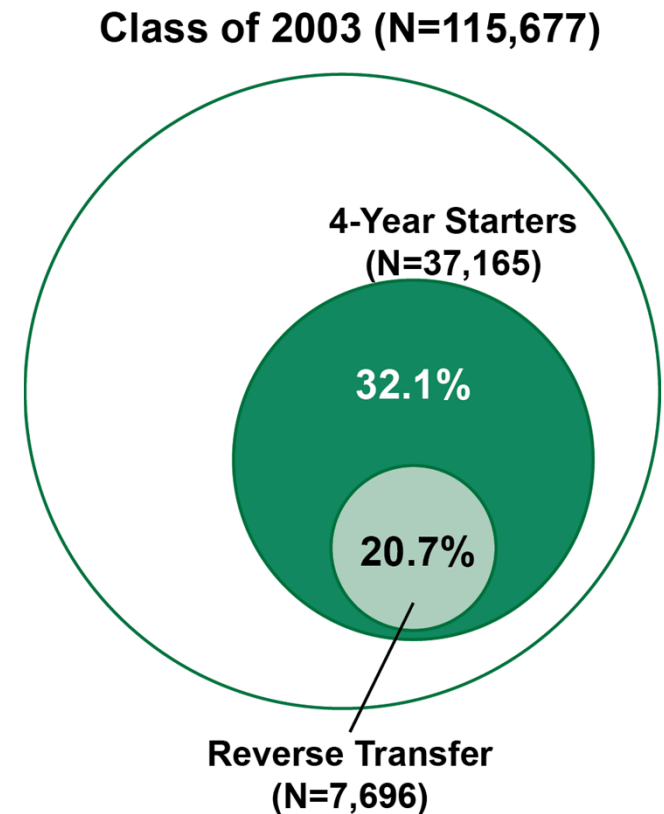
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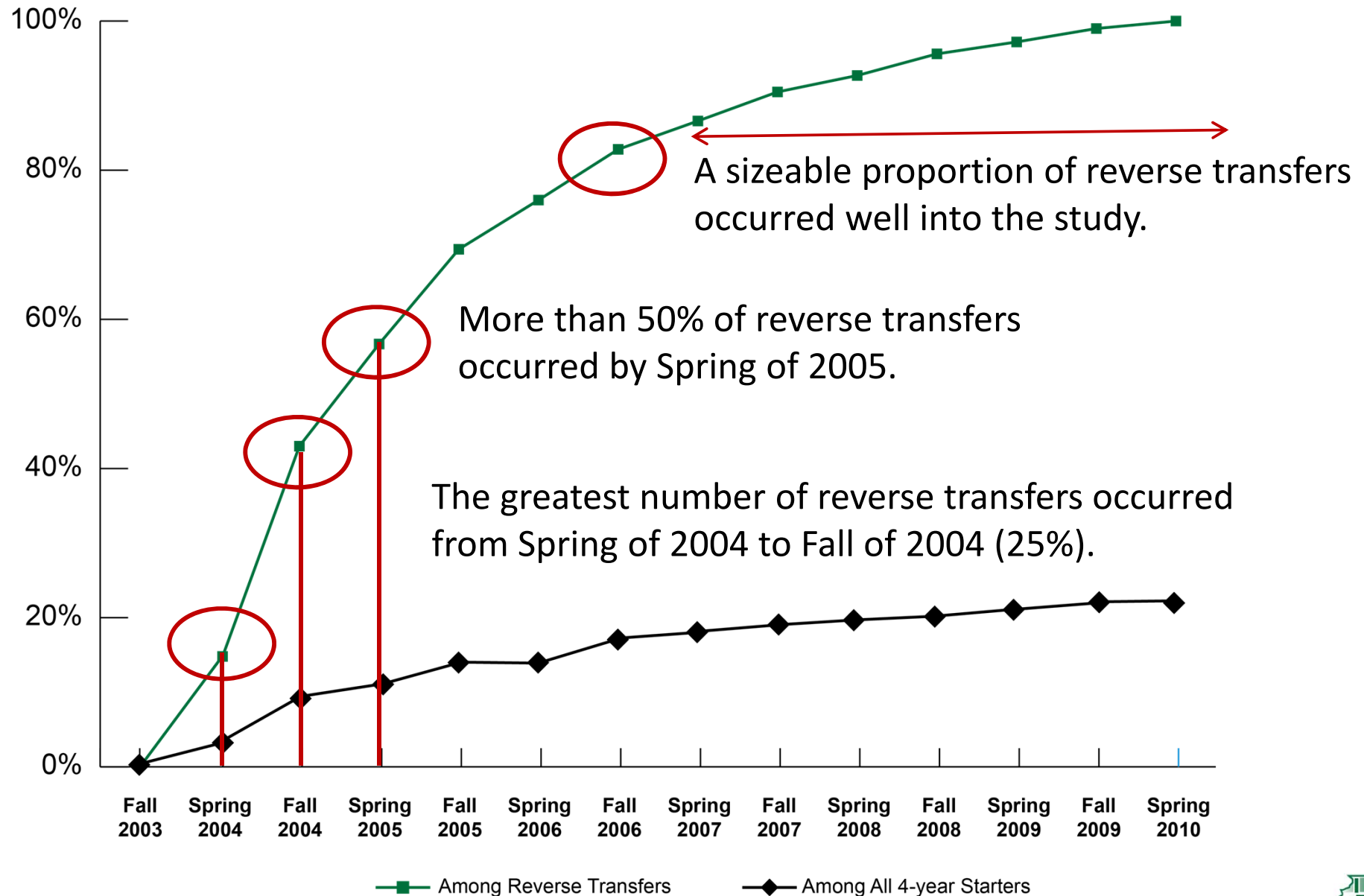


Reverse Transfers

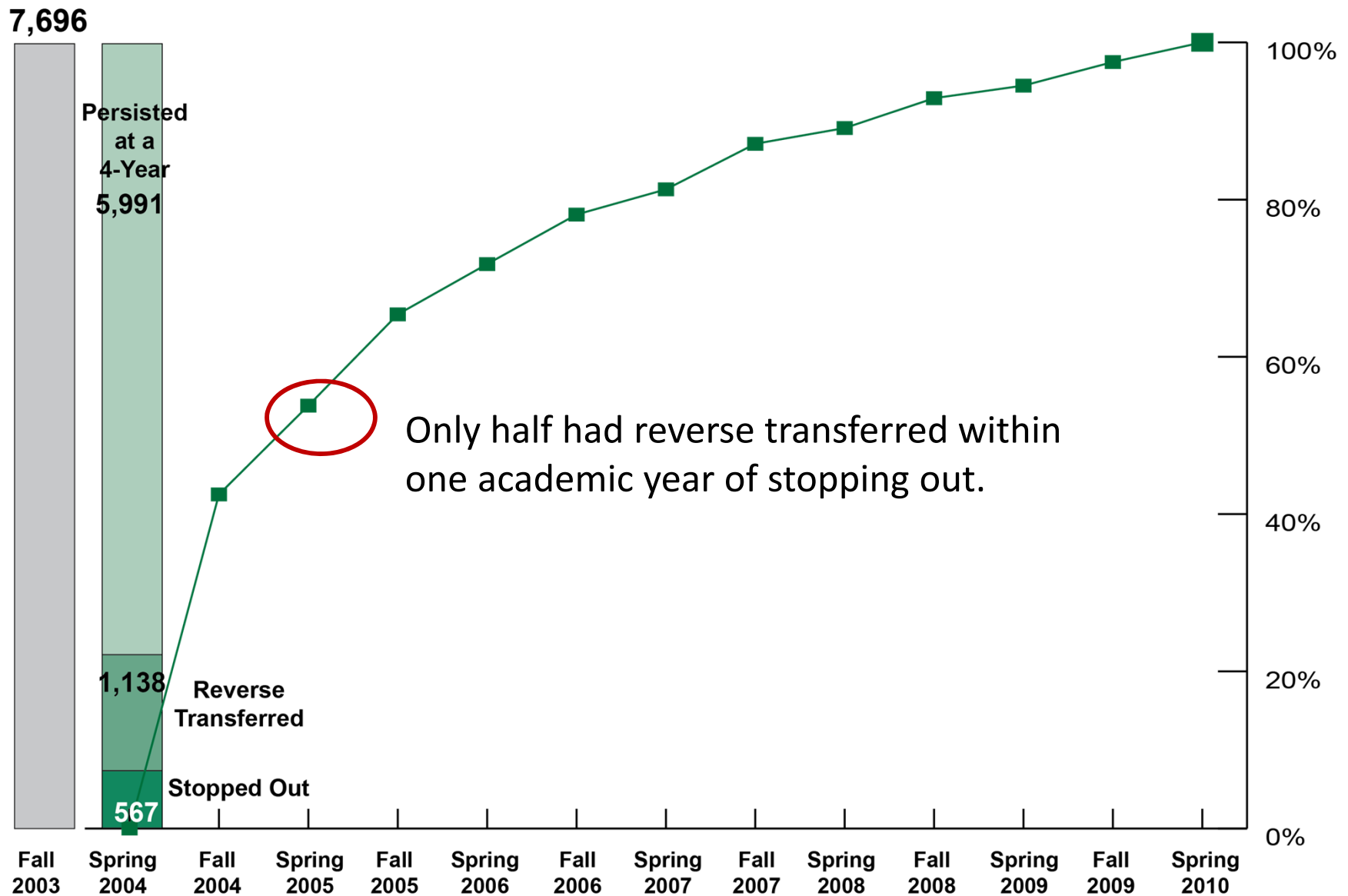
- More than one out of every five four-year college entrants met this distinction (21%)
 - Does not include summer enrollment
 - Does not include co-enrollment
 - Does not include post-bachelor's enrollment



Cumulative Rate of Reverse Transfer



Cumulative Number of Semesters to Reverse Transfer for Initial Stopouts (n=567)



Odds of an Accelerated Time to Reverse Transfer

	B	Sig.	Odds Ratio
Gender: Male to Female	.115	.001	1.122
Race		.044	
Black to White	-.098	.093	.907
Hispanic to White	.103	.122	1.109
Asian to White	-.029	.681	.971
Parental Income		.000	
Mid-High to High	.151	.000	1.163
Mid-Low to High	.182	.000	1.200
Low to High	.083	.133	1.087
Expected to Work	.211	.000	1.235
Expected to Receive Aid	.093	.049	1.097
Number of Siblings	.035	.005	1.035
Completed ACT Core	-.044	.184	.957
ACT English	-.021	.000	.980
ACT Math	-.022	.000	.979
ACT Reading	-.002	.685	.998
ACT Science	.024	.000	1.024
Class Rank		.000	
Top to Bottom	-.424	.002	.655
Second to Bottom	-.194	.135	.824
Third to Bottom	-.098	.449	.907
HS GPA		.000	
2.5-2.9 to ≤ 2.4	-.125	.022	.882
3.0-3.4 to ≤ 2.4	-.369	.000	.692
≥ 3.5 to ≤ 2.4	-.909	.000	.403
AP English	.060	.140	1.062
AP Social Studies	-.090	.030	.914
AP Math	-.012	.774	.988
AP Foreign Language	-.090	.026	.914
AP Science	.086	.037	1.090

	B	Sig.	Odds Ratio
HS Program Type		.391	
CTE to College Prep	.025	.623	1.026
General to College Prep	.052	.172	1.053
Highest Expected Degree		.000	
Less than Bachelor's to Bachelor's +	-.241	.002	.786
Bachelor's to Bachelor's +	-.110	.001	.896
Need Help Making Educational Plans	-.167	.000	.846
Need Writing Help	-.052	.202	.950
Need Help Improving Studying Skills	.164	.000	1.178
Need Help with Comprehension	-.125	.001	.882
Need Help with Mathematics	-.105	.005	.900
Region		.004	
NE to Chicago	.204	.001	1.226
NW to Chicago	.192	.022	1.212
WC to Chicago	.180	.036	1.197
EC to Chicago	.209	.016	1.232
SW to Chicago	.111	.165	1.118
SE to Chicago	.434	.000	1.543
High School Mean ACT	-.077	.000	.926
Distance from HS to Initial Four-Yr		.014	
>30 – ≤ 100 to ≤ 30	-.045	.319	.956
>100 – ≤ 175 to ≤ 30	-.135	.005	.874
>175 to ≤ 30	-.142	.009	.868
Public to Private	.170	.000	1.185
In-state to Out-of-State	.126	.005	1.135
Highly/Most Competitive to Other	-.357	.000	.700

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ACT Science	.024	.000	1.024	SW to Chicago	.111	.165	1.118
Rank		.000		SE to Chicago	.434	.000	1.543
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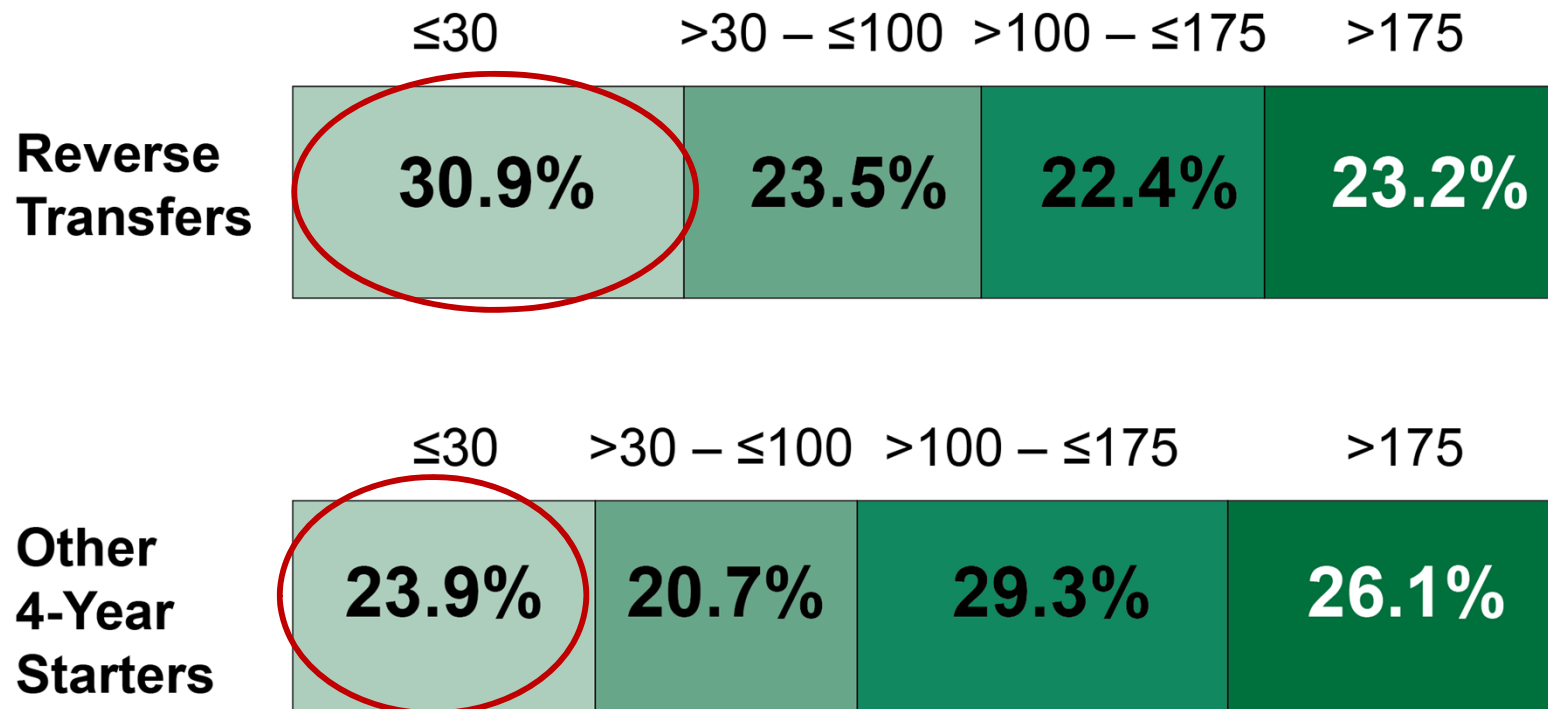
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Black to White	-.098	.093	.907	General to College Prep	.052	.172	1.053
Hispanic to White	.103	.122	1.109	Highest Expected Degree		.000	
Asian to White	-.029	.681	.971	Less than Bachelor's to Bachelor's +	-.241	.002	.786
Parental Income		.000		Bachelor's to Bachelor's +	-.110	.001	.896
Mid-Low to High	.151	.000	1.163	Need Help Making Educational Plans	-.167	.000	.846

	B	Sig.	Odds Ratio
Public to Private	.170	.000	1.185
In-state to Out-of-State	.126	.005	1.135
Highly/Most Competitive to Other	-.357	.000	.700

Top to Bottom	-.424	.002	.655	High School Mean ACT	-.077	.000	.926
Top to Bottom	-.194	.135	.824	Distance from HS to Initial Four-Yr		.014	
Top to Bottom	-.098	.449	.907	>30 – ≤100 to ≤30	-.045	.319	.956
PA		.000		>100 – ≤175 to ≤30	-.135	.005	.874
2.5-2.9 to ≤2.4	-.125	.022	.882	>175 to ≤30	-.142	.009	.868
3.0-3.4 to ≤2.4	-.369	.000	.692	Public to Private	.170	.000	1.185
≥3.5 to ≤2.4	-.909	.000	.403	In-state to Out-of-State	.126	.005	1.135
AP English	.060	.140	1.062	Highly/Most Competitive to Other	-.357	.000	.700
AP Social Studies	-.090	.030	.914				
AP Math	-.012	.774	.988				
AP Foreign Language	-.090	.026	.914				
AP Science	.086	.037	1.090				

Distance in Miles Between High School and Initial Four-Year Institution



Reverse transfer students tend to initially enroll closer to home.

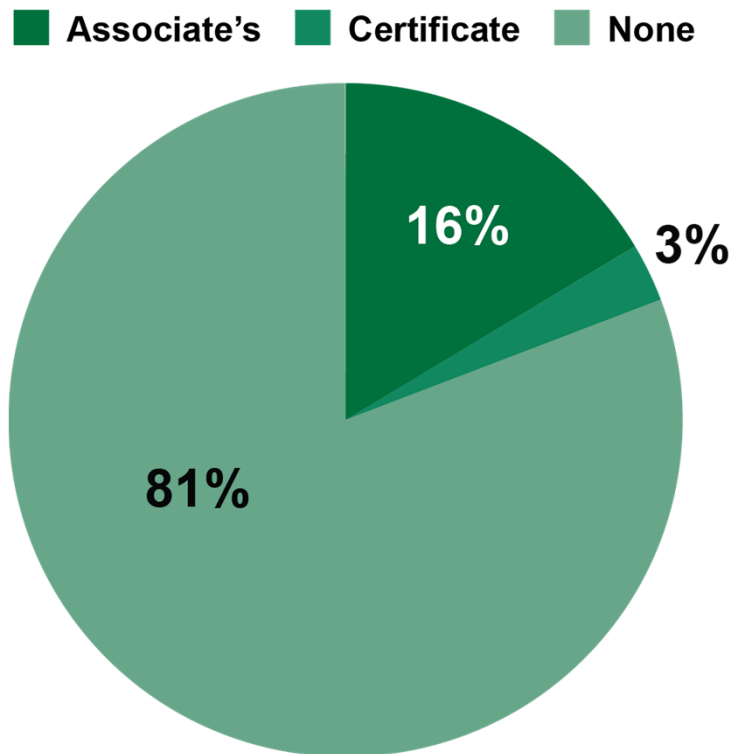
Distance between HS and Initial 4yr by Distance between HS and CC

High School to Community College							
			≤30	>30 to ≤100	>100 to ≤175	>175	Total
High School to Initial Four-Year	≤30	Row %	91.2%	4.5%	1.0%	3.4%	100.0%
	>30 to ≤100	Row %	73.0%	22.0%	1.5%	3.5%	100.0%
	>100 to ≤175	Row %	77.3%	4.0%	15.3%	3.5%	100.0%
	>175	Row %	75.0%	3.1%	2.4%	19.5%	100.0%
Total		Row %	80.0%	8.2%	4.6%	7.2%	100.0%

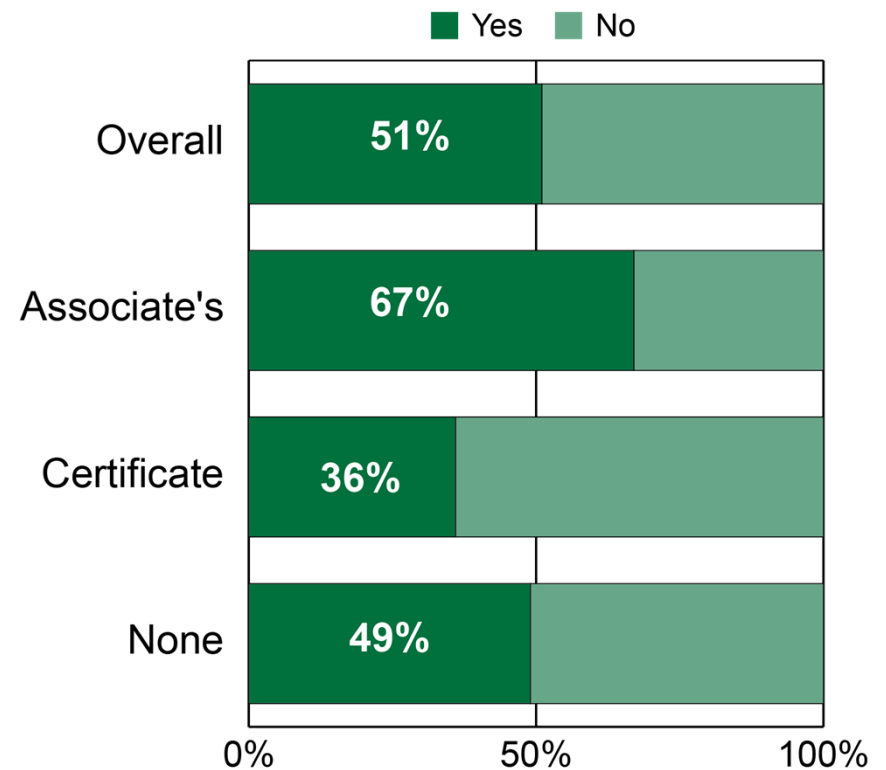
- Most reverse transfer students enrolled at a community college within 30 miles of home.
- Around 20% are opting to utilize the community college in the same area as their initial four-year college.

Outcomes for Reverse Transfers at Community Colleges

Highest Two Year Degree



Returned to a Four-Year Institution



Community College Outcomes among Reverse Transfer Students

Variable	Categories	Highest Degree			
		Associate's Degree Completion	Certificate Completion	No 2-Yr Degree	Rate of 4-Yr Return
Gender	Male	14.7%	2.1%	83.2%	51.8%
	Female	18.1%	3.6%	78.4%	51.0%
Race	African-American	10.4%	3.4%	86.2%	45.6%
	Hispanic	13.2%	2.5%	84.3%	41.1%
	Asian	~	~	~	58.3%
	White	19.4%	3.1%	77.5%	53.3%
Parental Income	High	15.7%	2.0%	82.2%	59.0%
	Mid-High	19.5%	3.3%	77.3%	52.5%
	Mid-Low	16.7%	3.2%	80.1%	48.4%
	Low	12.6%	3.3%	84.1%	42.5%
Expecting to Work while Enrolled	Yes	16.3%	2.9%	80.7%	49.4%
	No	17.0%	2.9%	80.0%	56.8%
Expecting to Receive Financial Aid	Yes	16.4%	3.0%	80.6%	50.2%
	No	17.4%	2.5%	80.1%	56.6%
Completed the ACT Core Courses in HS	Yes	17.5%	2.6%	79.9%	54.7%
	No	15.3%	3.1%	81.6%	47.5%
High School Class Rank	Top Quarter	20.3%	2.9%	76.8%	58.1%
	Second Quarter	16.2%	3.3%	80.5%	49.7%
	Third Quarter	11.9%	2.5%	85.6%	45.2%
	Bottom Quarter	~	~	~	39.8%
High School GPA	3.5-4.0	21.8%	2.9%	75.3%	61.1%
	3.0-3.4	17.7%	3.0%	79.3%	52.9%
	2.5-2.9	13.7%	3.1%	83.2%	46.9%
	≤2.4	11.0%	2.8%	86.2%	41.1%
AP English	Yes	17.0%	3.0%	80.1%	55.0%
	No	16.4%	3.0%	80.6%	49.2%
AP Social Studies	Yes	16.4%	2.9%	80.8%	58.0%
	No	16.9%	3.1%	80.1%	48.6%
AP Mathematics	Yes	18.6%	2.6%	78.8%	54.7%
	No	15.6%	3.2%	81.2%	49.7%
AP Foreign Language	Yes	17.8%	3.1%	79.0%	57.3%
	No	16.4%	2.9%	80.7%	49.8%
AP Science	Yes	17.7%	3.2%	79.0%	54.7%
	No	16.2%	2.9%	81.0%	49.9%

Variable	Categories	Highest Degree			
		Associate's Degree Completion	Certificate Completion	No 2-Yr Degree	Rate of 4-Yr Return
High School Program Type	College Prep	17.9%	3.1%	79.0%	54.7%
	CTE	14.4%	2.7%	82.8%	47.2%
	General	15.0%	2.7%	82.2%	46.2%
Highest Expected Degree	Bachelor's +	15.9%	3.1%	81.0%	53.5%
	Bachelor's	17.9%	2.7%	79.3%	49.2%
	Less than Bachelor's	~	~	~	41.0%
Planning Help	Yes	17.2%	2.9%	79.9%	52.6%
	No	16.0%	3.0%	81.0%	50.3%
Writing Help	Yes	17.2%	2.9%	79.9%	48.3%
	No	16.3%	2.9%	80.8%	52.1%
Reading Help	Yes	16.7%	3.2%	80.1%	49.6%
	No	16.4%	2.8%	80.8%	51.9%
Studying Help	Yes	16.5%	2.9%	80.6%	48.9%
	No	16.5%	2.9%	80.6%	53.4%
Math Help	Yes	15.8%	3.3%	81.0%	47.4%
	No	16.9%	2.7%	80.4%	53.7%
Region	Chicago	10.5%	2.7%	86.8%	39.7%
	Northeast	14.7%	2.6%	82.6%	55.6%
	Northwest	~	~	~	50.3%
	West Central	22.2%	4.2%	73.7%	47.7%
	East Central	~	~	~	53.0%
	Southwest	21.8%	5.0%	73.2%	48.0%
	Southeast	~	~	~	48.8%
Distance Between High School and First College	≤30	15.4%	3.2%	81.4%	44.9%
	>30 but ≤100	21.4%	3.3%	75.4%	49.8%
	>100 but ≤175	17.5%	2.6%	80.0%	59.0%
	>175	11.8%	2.2%	86.0%	54.2%
Sector of First College	Public	17.2%	2.9%	77.9%	52.5%
	NFF Private	14.8%	2.6%	82.5%	49.0%
State of First College	In-State	17.0%	2.9%	80.1%	49.5%
	Out-of-State	14.5%	2.6%	82.9%	57.5%
Selectivity of First College	Most/Highly	13.2%	2.3%	84.5%	67.4%
	All other Institutions	16.7%	3.0%	80.3%	50.0%

Community College Outcomes among Reverse Transfer Students

Variable	Categories	Highest Degree			Rate of 4-Yr Return
		Associate's Degree Completion	Certificate Completion	No 2-Yr Degree	
Gender	Male	14.7%	2.1%	83.2%	51.8%
	Female	18.1%	3.6%	78.4%	51.0%
Race	African-American	10.4%	3.4%	86.2%	45.6%
	Hispanic	13.2%	2.5%	84.3%	41.1%
	Asian	~	~	~	58.3%
	White	19.4%	3.1%	77.5%	53.3%

High School Class Rank	Top Quarter	20.3%	2.9%	76.8%	58.1%
	Second Quarter	16.2%	3.3%	80.5%	49.7%
	Third Quarter	11.9%	2.5%	85.6%	45.2%
	Bottom Quarter	~	~	~	39.8%
GPA	3.5-4.0	21.8%	2.9%	75.3%	61.1%
	3.0-3.4	17.7%	3.0%	79.3%	52.9%
	2.5-2.9	13.7%	3.1%	83.2%	46.9%
	≤2.4	11.0%	2.8%	86.2%	41.1%
English	Yes	17.0%	3.0%	80.1%	55.0%
	No	16.4%	3.0%	80.6%	49.2%
AP Social Studies	Yes	16.4%	2.9%	80.8%	58.0%
	No	16.9%	3.1%	80.1%	48.6%
AP Mathematics	Yes	18.6%	2.6%	78.8%	54.7%
	No	15.6%	3.2%	81.2%	49.7%
AP Foreign Language	Yes	17.8%	3.1%	79.0%	57.3%
	No	16.4%	2.9%	80.7%	49.8%
AP Science	Yes	17.7%	3.2%	79.0%	54.7%
	No	16.2%	2.9%	81.0%	49.9%

Region	Northeast	14.7%	2.6%	82.6%	55.6%
	Northwest	~	~	~	50.3%
	West Central	22.2%	4.2%	73.7%	47.7%
	East Central	~	~	~	53.0%
	Southwest	21.8%	5.0%	73.2%	48.0%
	Southeast	~	~	~	48.8%
Distance Between High School and First College	≤30	15.4%	3.2%	81.4%	44.9%
	>30 but ≤100	21.4%	3.3%	75.4%	49.8%
	>100 but ≤175	17.5%	2.6%	80.0%	59.0%
	>175	11.8%	2.2%	86.0%	54.2%
Sector of First College	Public	17.2%	2.9%	77.9%	52.5%
	NFF Private	14.8%	2.6%	82.5%	49.0%
State of First College	In-State	17.0%	2.9%	80.1%	49.5%
	Out-of-State	14.5%	2.6%	82.9%	57.5%
Selectivity of First College	Most/Highly	13.2%	2.3%	84.5%	67.4%
	All other Institutions	16.7%	3.0%	80.3%	50.0%

Community College Outcomes among Reverse Transfer Students

Variable	Categories	Highest Degree			
		Associate's	Certificate Completion	No 2-Yr Degree	Rate of 4-Yr Return
Parental Income	High	15.7%	2.0%	82.2%	59.0%
	Mid-High	19.5%	3.3%	77.3%	52.5%
	Mid-Low	16.7%	3.2%	80.1%	48.4%
	Low	12.6%	3.3%	84.1%	42.5%

High School Class Rank	Second Quarter	16.2%	3.3%	80.5%	49.7%
	Third Quarter	11.9%	2.5%	85.6%	45.2%
	Bottom Quarter	~	~	~	39.8%
SAT/ACT	3.5-4.0	21.8%	2.9%	75.3%	61.1%
	3.0-3.4	17.7%	3.0%	79.3%	52.9%
	2.5-2.9	13.7%	3.1%	83.2%	46.9%
	≤2.4	11.0%	2.8%	86.2%	41.1%
English	Yes	17.0%	3.0%	80.1%	55.0%
	No	16.4%	3.0%	80.6%	49.2%
AP Social Studies	Yes	16.4%	2.9%	80.8%	58.0%
	No	16.9%	3.1%	80.1%	48.6%
AP Mathematics	Yes	18.6%	2.6%	78.8%	54.7%
	No	15.6%	3.2%	81.2%	49.7%
AP Foreign Language	Yes	17.8%	3.1%	79.0%	57.3%
	No	16.4%	2.9%	80.7%	49.8%
AP Science	Yes	17.7%	3.2%	79.0%	54.7%
	No	16.2%	2.9%	81.0%	49.9%

Region	Northeast	14.1%	2.6%	82.6%	58.8%
	Northwest	~	~	~	50.3%
	West Central	22.2%	4.2%	73.7%	47.7%
	East Central	~	~	~	53.0%
	Southwest	21.8%	5.0%	73.2%	48.0%
	Southeast	~	~	~	48.8%
Distance Between High School and First College	≤30	15.4%	3.2%	81.4%	44.9%
	>30 but ≤100	21.4%	3.3%	75.4%	49.8%
	>100 but ≤175	17.5%	2.6%	80.0%	59.0%
	>175	11.8%	2.2%	86.0%	54.2%
Sector of First College	Public	17.2%	2.9%	77.9%	52.5%
	NFF Private	14.8%	2.6%	82.5%	49.0%
State of First College	In-State	17.0%	2.9%	80.1%	49.5%
	Out-of-State	14.5%	2.6%	82.9%	57.5%
Selectivity of First College	Most/Highly	13.2%	2.3%	84.5%	67.4%
	All other Institutions	16.7%	3.0%	80.3%	50.0%

Community College Outcomes among Reverse Transfer Students

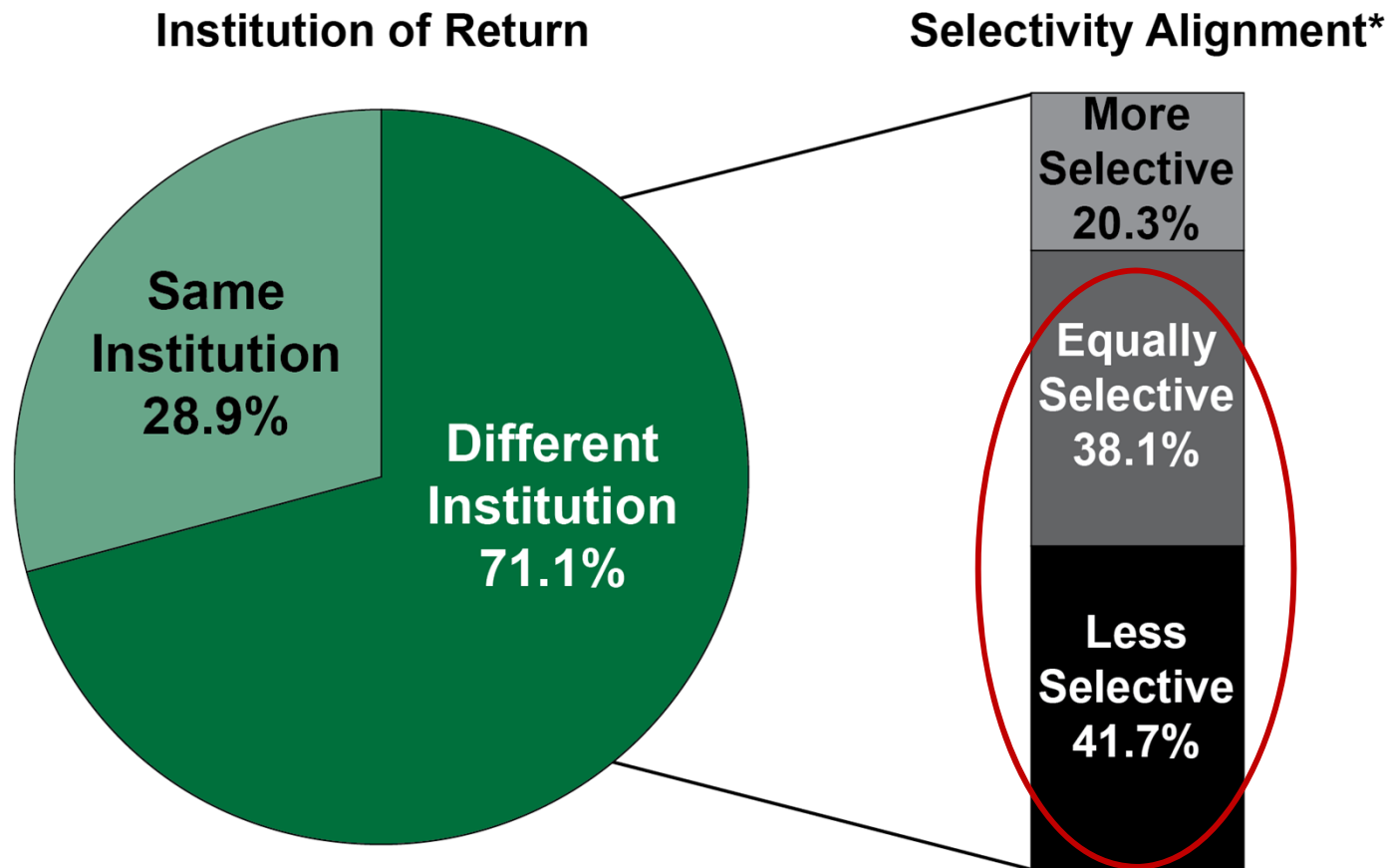
Variable	Categories	Highest Degree			Rate of 4-Yr Return
		Associate's Degree Completion	Certificate Completion	No 2-Yr Degree	
Gender	Male	14.7%	2.1%	83.2%	51.8%

Variable	Categories	Highest Degree			
		Associate's Degree Completion	Certificate Completion	No 2-Yr Degree	Rate of 4-Yr Return
High School GPA	3.5-4.0	21.8%	2.9%	75.3%	61.1%
	3.0-3.4	17.7%	3.0%	79.3%	52.9%
	2.5-2.9	13.7%	3.1%	83.2%	46.9%
	≤2.4	11.0%	2.8%	86.2%	41.1%

High School GPA	3.5-4.0	21.8%	2.9%	75.3%	61.1%
	3.0-3.4	17.7%	3.0%	79.3%	52.9%
	2.5-2.9	13.7%	3.1%	83.2%	46.9%
	≤2.4	11.0%	2.8%	86.2%	41.1%
High School Graduation	Yes	17.0%	3.0%	80.1%	55.0%
	No	16.4%	3.0%	80.6%	49.2%
AP Mathematics	Yes	18.6%	2.6%	78.8%	54.7%
	No	15.6%	3.2%	81.2%	49.7%
AP Foreign Language	Yes	17.8%	3.1%	79.0%	57.3%
	No	16.4%	2.9%	80.7%	49.8%
AP Science	Yes	17.7%	3.2%	79.0%	54.7%
	No	16.2%	2.9%	81.0%	49.9%

Distance Between High School and First College	East Central	~	~	~	53.0%
	Southwest	21.8%	5.0%	73.2%	48.0%
	Southeast	~	~	~	48.8%
Sector of First College	Public	17.2%	2.9%	77.9%	52.5%
	NFF Private	14.8%	2.6%	82.5%	49.0%
State of First College	In-State	17.0%	2.9%	80.1%	49.5%
	Out-of-State	14.5%	2.6%	82.9%	57.5%
Selectivity of First College	Most/Highly	13.2%	2.3%	84.5%	67.4%
	All other Institutions	16.7%	3.0%	80.3%	50.0%

Institution of Return and Selectivity



* 399 individuals enrolled at institutions lacking a Barron's competitiveness rating.

More than 70% of reverse transfers who return to a four-year do so at a different institution.

Time to Return among Reverse Transfer Students

	B	SE	Wald	Sig.	Odds Ratio
Gender: Male to Female	-.045	.049	.861	.353	.956
Race			20.959	.000	
Black to White	.176	.087	4.110	.043	1.192
Hispanic to White	-.158	.101	2.464	.117	.854
Asian to White	.321	.092	12.018	.001	1.378
Parental Income			3.277	.351	
Mid-High to High	-.092	.058	2.513	.113	.912
Mid-Low to High	-.080	.064	1.585	.208	.923
Low to High	-.111	.078	2.046	.153	.895
Expected to Work	-.057	.052	1.175	.278	.945
Expected to Receive Aid	-.093	.063	2.157	.142	.911
Number of Siblings	-.046	.019	5.950	.015	.955
Completed ACT Core	.082	.048	2.996	.083	1.086
ACT English	.000	.007	.002	.961	1.000
ACT Math	.003	.008	.176	.675	1.003
ACT Reading	.000	.006	.000	.995	1.000
ACT Science	-.006	.009	.495	.482	.994
Class Rank			6.574	.087	
Top to Bottom	.316	.216	2.140	.144	1.371
Second to Bottom	.167	.208	.650	.420	1.182
Third to Bottom	.135	.206	.427	.513	1.144
HS GPA			6.427	.093	
2.5-2.9 to ≤2.4	.084	.084	.991	.319	1.087
3.0-3.4 to ≤2.4	.169	.089	3.602	.058	1.184
≥3.5 to ≤2.4	.255	.105	5.838	.016	1.290
AP English	.017	.060	.078	.780	1.017
AP Social Studies	.131	.058	5.002	.025	1.140
AP Math	-.037	.059	.389	.533	.964
AP Foreign Language	.108	.056	3.737	.053	1.114
AP Science	-.139	.059	5.526	.019	.871
HS Program Type			5.199	.074	
CTE to College Prep	-.032	.074	.187	.665	.968
General to College Prep	-.127	.056	5.184	.023	.881

	B	SE	Wald	Sig.	Odds Ratio
HS Program Type			5.199	.074	
CTE to College Prep	-.032	.074	.187	.665	.968
General to College Prep	-.127	.056	5.184	.023	.881
Highest Expected Degree			9.159	.010	
Less than Bachelor's to Bachelor's +	-.378	.126	8.990	.003	.685
Bachelor's to Bachelor's +	-.043	.049	.780	.377	.958
Need Help Making Educational Plans	.077	.046	2.854	.091	1.080
Need Writing Help	-.062	.058	1.140	.286	.940
Need Help Improving Studying Skills	-.040	.049	.664	.415	.961
Need Help with Comprehension	.023	.054	.188	.664	1.023
Need Help with Mathematics	-.035	.053	.423	.515	.966
Region			11.713	.069	
NE to Chicago	.174	.093	3.480	.062	1.190
NW to Chicago	-.035	.126	.076	.782	.966
WC to Chicago	.046	.130	.123	.725	1.047
EC to Chicago	.034	.127	.073	.788	1.035
SW to Chicago	.120	.122	.956	.328	1.127
SE to Chicago	.297	.164	3.282	.070	1.346
High School Mean ACT	.073	.013	31.754	.000	1.076
Distance from HS to Initial Four-Yr			9.099	.028	
>30-74 to ≤30	.016	.066	.056	.813	1.016
75-174 to ≤30	.177	.067	6.879	.009	1.194
175+ to ≤30	.129	.076	2.890	.089	1.138
Public to Private	.002	.051	.001	.974	1.002
In-State to Out-of-State	-.162	.060	7.365	.007	.851
Highly/Most Competitive to Other Institutions	.256	.079	10.596	.001	1.292
Distance from HS to CC:					
≤9 Miles to >9 miles	-.042	.045	.880	.348	.958
Highest Two-Year Degree			21.496	.000	
Certificate to No Degree	-.452	.146	9.607	.002	.637
Associate's to No Degree	.174	.055	10.073	.002	1.190
Semester of Reverse Transfer	-.023	.002	151.887	.000	.978

Time to Return among Reverse Transfer Students

	B	SE	Wald	Sig.	Odds Ratio		B	SE	Wald	Sig.	Odds Ratio
Gender: Male to Female	.045	.040	.861	.353	.956	HS Program Type			5.199	.074	
Race											
	B	SE	Wald	Sig.	Odds Ratio		B	SE	Wald	Sig.	Odds Ratio
Black to White	.176	.087	4.110	.043	1.192						
Hispanic to White	-.158	.101	2.464	.117	.854						
Asian to White	.321	.092	12.018	.001	1.378						
ACT Math	.003	.008	.176	.675	1.003	WC to Chicago	.046	.130	.123	.725	1.047
ACT Reading	.000	.006	.000	.995	1.000	EC to Chicago	.034	.127	.073	.788	1.035
ACT Science	-.006	.009	.495	.482	.994	SW to Chicago	.120	.122	.956	.328	1.127
Class of Entry			6.574	.087		SE to Chicago	.297	.164	3.282	.070	1.346
Bottom	.316	.216	2.140	.144	1.371	High School Mean ACT	.073	.013	31.754	.000	1.076
Bottom	.167	.208	.650	.420	1.182	Distance from HS to Initial Four-Yr			9.099	.028	
	.135	.206	.427	.513	1.144	>30-74 to ≤30	.016	.066	.056	.813	1.016
			6.427	.093		75-174 to ≤30	.177	.067	6.879	.009	1.194
2.9 to ≤2.4	.084	.084	.991	.319	1.087	175+ to ≤30	.129	.076	2.890	.089	1.138
3.0-3.4 to ≤2.4	.169	.089	3.602	.058	1.184	Public to Private	.002	.051	.001	.974	1.002
≥3.5 to ≤2.4	.255	.105	5.838	.016	1.290	In-State to Out-of-State	-.162	.060	7.365	.007	.851
AP English	.017	.060	.078	.780	1.017	Highly/Most Competitive to Other Institutions	.256	.079	10.596	.001	1.292
AP Social Studies	.131	.058	5.002	.025	1.140	Distance from HS to CC:					
AP Math	-.037	.059	.389	.533	.964	≤9 Miles to >9 miles	-.042	.045	.880	.348	.958
AP Foreign Language	.108	.056	3.737	.053	1.114	Highest Two-Year Degree			21.496	.000	
AP Science	-.139	.059	5.526	.019	.871	Certificate to No Degree	-.452	.146	9.607	.002	.637
HS Program Type			5.199	.074		Associate's to No Degree	.174	.055	10.073	.002	1.190
CTE to College Prep	-.032	.074	.187	.665	.968	Semester of Reverse Transfer	-.023	.002	151.887	.000	.978
General to College Prep	-.127	.056	5.184	.023	.881						

Time to Return among Reverse Transfer Students

	B	SE	Wald	Sig.	Odds Ratio
Gender: Male to Female	-.045	.049	.861	.353	.956
Race			20.959	.000	
Black to White	.176	.087	4.110	.043	1.192

	B	SE	Wald	Sig.	Odds Ratio
HS Program Type			5.199	.074	
CTE to College Prep	-.032	.074	.187	.665	.968
General to College Prep	-.127	.056	5.184	.023	.881

	B	SE	Wald	Sig.	Odds Ratio
Parental Income			3.277	.351	
Mid-High to High	-.092	.058	2.513	.113	.912
Mid-Low to High	-.080	.064	1.585	.208	.923
Low to High	-.111	.078	2.046	.153	.895
Expected to Work	-.057	.052	1.175	.278	.945
Expected to Receive Aid	-.093	.063	2.157	.142	.911
Number of Siblings	-.046	.019	5.950	.015	.955

AP English	.108	.060	3.002	.080	1.107
AP Soc	.131	.058	5.002	.025	1.140
AP M	-.037	.059	.389	.533	.964
AP Language	.108	.056	3.737	.053	1.114
AP Science	-.139	.059	5.526	.019	.871
HS Program Type			5.199	.074	
CTE to College Prep	-.032	.074	.187	.665	.968
General to College Prep	-.127	.056	5.184	.023	.881

Public to Private	-.002	.001	.001	.974	1.002
In-State to Out-of-State	-.162	.060	7.365	.007	.851
Highly/Most Competitive to Other Institutions	.256	.079	10.596	.001	1.292
Distance from HS to CC: ≤9 Miles to >9 miles	-.042	.045	.880	.348	.958
Highest Two-Year Degree			21.496	.000	
Certificate to No Degree	-.452	.146	9.607	.002	.637
Associate's to No Degree	.174	.055	10.073	.002	1.190
Semester of Reverse Transfer	-.023	.002	151.887	.000	.978

Time to Return among Reverse Transfer Students

	B	SE	Wald	Sig.	Odds Ratio
Gender: Male to Female	-.045	.049	.861	.353	.956
Race			20.959	.000	
Black to White	.176	.087	4.110	.043	1.192
Hispanic to White	-.158	.101	2.464	.117	.854
Asian to White	.321	.092	12.018	.001	1.378
Parental Income			3.277	.071	
Mid-High to High	.092	.058	2.513	.113	1.097

	B	SE	Wald	Sig.	Odds Ratio
HS Program Type			5.199	.024	
CTE to College Prep	-.032	.074	.187	.665	.968
General to College Prep	-.127	.056	5.184	.023	.881
Highest Expected Degree			9.159	.010	
Less than Bachelor's to Bachelor's +	-.378	.126	8.990	.003	.685
Bachelor's to Bachelor's +	-.043	.049	.780	.377	.958
Need Help Making Educational Plans	.077	.046	2.854	.094	1.080

	B	SE	Wald	Sig.	Odds Ratio
HS GPA			6.427	.093	
2.5-2.9 to ≤ 2.4	.084	.084	.991	.319	1.087
3.0-3.4 to ≤ 2.4	.169	.089	3.602	.058	1.184
≥ 3.5 to ≤ 2.4	.255	.105	5.838	.016	1.290

HS GPA			6.427	.093	
2.5-2.9 to ≤ 2.4	.084	.084	.991	.319	1.087
3.0-3.4 to ≤ 2.4	.169	.089	3.602	.058	1.184
≥ 3.5 to ≤ 2.4	.255	.105	5.838	.016	1.290
AP Courses			.017	.880	
AP Courses	.131	.058	5.002	.025	1.140
Foreign Language			-.037	.833	
Foreign Language	.108	.056	3.737	.053	1.114
Experience			-.139	.059	.871
Program Type			5.199	.024	
CTE to College Prep	-.032	.074	.187	.665	.968
General to College Prep	-.127	.056	5.184	.023	.881

75-174 to ≤ 30	.177	.067	6.879	.009	1.194
175+ to ≤ 30	.129	.076	2.890	.089	1.138
Public to Private	.002	.051	.001	.974	1.002
In-State to Out-of-State	-.162	.060	7.365	.007	.851
Highly/Most Competitive to Other Institutions	.256	.079	10.596	.001	1.292
Distance from HS to CC:					
≤ 9 Miles to >9 miles	-.042	.045	.880	.348	.958
Highest Two-Year Degree			21.496	.000	
Certificate to No Degree	-.452	.146	9.607	.002	.637
Associate's to No Degree	.174	.055	10.073	.002	1.190
Semester of Reverse Transfer	-.023	.002	151.887	.000	.978

Time to Return among Reverse Transfer Students

	B	SE	Wald	Sig.	Odds Ratio
Gender: Male to Female	-.045	.049	.861	.353	.956
Race			20.959	.000	
Black to White	.176	.087	4.110	.043	1.192
Hispanic to White	-.158	.101	2.464	.117	.854
Asian to White	.321	.092	12.018	.001	1.378
Parental Income			3.277	.351	
Mid-High to High	-.092	.058	2.513	.113	.912
Mid-Low to High	-.080	.064	1.585	.208	.923
Low to High	-.111	.078	2.046	.153	.895

	B	SE	Wald	Sig.	Odds Ratio
HS Program Type			5.199	.074	
CTE to College Prep	-.032	.074	.187	.665	.968
General to College Prep	-.127	.056	5.184	.023	.881
Highest Expected Degree			9.159	.010	
Less than Bachelor's to Bachelor's +	-.378	.126	8.990	.003	.685
Bachelor's to Bachelor's +	-.043	.049	.780	.377	.958
Need Help Making Educational Plans	.077	.046	2.854	.091	1.080
Need Writing Help	-.062	.058	1.140	.286	.940
Need Help Improving Studying Skills	-.040	.049	.664	.415	.961

	B	SE	Wald	Sig.	Odds Ratio
High School Mean ACT	.073	.013	31.754	.000	1.076

Second to Both	.167	.208	.650	.420	1.182
Third to Both	.135	.206	.427	.513	1.144
HS GPA			6.427	.093	
2.5 to 3.0	.084	.084	.991	.319	1.087
3.0 to 3.5	.169	.089	3.602	.058	1.184
3.5 to 4.0	.255	.105	5.838	.016	1.290
4.0 to 4.5	.017	.060	.078	.780	1.017
4.5 to 5.0	.131	.058	5.002	.025	1.140
5.0 to 5.5	-.037	.059	.389	.533	.964
5.5 to 6.0	.108	.056	3.737	.053	1.114
6.0 to 6.5	-.139	.059	5.526	.019	.871
HS Program Type			5.199	.074	
CTE to College Prep	-.032	.074	.187	.665	.968
General to College Prep	-.127	.056	5.184	.023	.881

Distance from HS to Initial Four-Yr			9.099	.028	
>30-74 to ≤30	.016	.066	.056	.813	1.016
75-174 to ≤30	.177	.067	6.879	.009	1.194
175+ to ≤30	.129	.076	2.890	.089	1.138
Public to Private	.002	.051	.001	.974	1.002
In-State to Out-of-State	-.162	.060	7.365	.007	.851
Highly/Most Competitive to Other Institutions	.256	.079	10.596	.001	1.292
Distance from HS to CC:					
≤9 Miles to >9 miles	-.042	.045	.880	.348	.958
Highest Two-Year Degree			21.496	.000	
Certificate to No Degree	-.452	.146	9.607	.002	.637
Associate's to No Degree	.174	.055	10.073	.002	1.190
Semester of Reverse Transfer	-.023	.002	151.887	.000	.978

Time to Return among Reverse Transfer Students

	B	SE	Wald	Sig.	Odds Ratio
Gender: Male to Female	-.045	.049	.861	.353	.956
Race			20.959	.000	
Black to White	.176	.087	4.110	.043	1.192
Hispanic to White	-.158	.101	2.464	.117	.854
Asian to White	.321	.092	12.018	.001	1.378
Parental Income			3.277	.351	
Mid-High to High	-.092	.058	2.513	.113	.912
Mid-Low to High	-.080	.064	1.585	.208	.923
Low to High	-.111	.078	2.046	.153	.895
Expected to Work	-.057	.052	1.175	.278	.945
Expected to Receive Aid	-.093	.063	2.157	.142	.911

	B	SE	Wald	Sig.	Odds Ratio
HS Program Type			5.199	.074	
CTE to College Prep	-.032	.074	.187	.665	.968
General to College Prep	-.127	.056	5.184	.023	.881
Highest Expected Degree			9.159	.010	
Less than Bachelor's to Bachelor's +	-.378	.126	8.990	.003	.685
Bachelor's to Bachelor's +	-.043	.049	.780	.377	.958
Need Help Making Educational Plans	.077	.046	2.854	.091	1.080
Need Writing Help	-.062	.058	1.140	.286	.940
Need Help Improving Studying Skills	-.040	.049	.664	.415	.961
Need Help with Comprehension	.023	.054	.188	.664	1.023
Need Help with Mathematics	-.035	.053	.423	.515	.966

	B	SE	Wald	Sig.	Odds Ratio
Distance from HS to Initial Four-Yr			9.099	.028	
>30-74 to ≤30	.016	.066	.056	.813	1.016
75-174 to ≤30	.177	.067	6.879	.009	1.194
175+ to ≤30	.129	.076	2.890	.089	1.138

AP Math	-.037	.059	.389	.533	.964
AP Foreign	.108	.056	3.737	.053	1.114
AP Sci	-.139	.059	5.526	.019	.871
HS Program Type			5.199	.074	
CTE to College Prep	-.032	.074	.187	.665	.968
General to College Prep	-.127	.056	5.184	.023	.881

≤9 Miles to >9 miles	-.042	.045	.880	.348	.958
Highest Two-Year Degree			21.496	.000	
Certificate to No Degree	-.452	.146	9.607	.002	.637
Associate's to No Degree	.174	.055	10.073	.002	1.190
Semester of Reverse Transfer	-.023	.002	151.887	.000	.978

Time to Return among Reverse Transfer Students

	B	SE	Wald	Sig.	Odds Ratio
Gender: Male to Female	-.045	.049	.861	.353	.956
Race			20.959	.000	
Black to White	.176	.087	4.110	.043	1.192
Hispanic to White	-.158	.101	2.464	.117	.854
Asian to White	.321	.092	12.018	.001	1.378
Parental Income			3.277	.351	
Mid-High to High	-.092	.058	2.513	.113	.912
Mid-Low to High	-.080	.064	1.585	.208	.923
Low to High	-.111	.078	2.046	.153	.895
Expected to Work	-.057	.052	1.175	.278	.945
Expected to Receive Aid	-.093	.063	2.157	.142	.911
Number of Siblings	-.046	.019	5.950	.015	.955
Completed ACT Core	.082	.048	2.996	.083	1.086

	B	SE	Wald	Sig.	Odds Ratio
HS Program Type			5.199	.074	
CTE to College Prep	-.032	.074	.187	.665	.968
General to College Prep	-.127	.056	5.184	.023	.881
Highest Expected Degree			9.159	.010	
Less than Bachelor's to Bachelor's +	-.378	.126	8.990	.003	.685
Bachelor's to Bachelor's +	-.043	.049	.780	.377	.958
Need Help Making Educational Plans	.077	.046	2.854	.091	1.080
Need Writing Help	-.062	.058	1.140	.286	.940
Need Help Improving Studying Skills	-.040	.049	.664	.415	.961
Need Help with Comprehension	.023	.054	.188	.664	1.023
Need Help with Mathematics	-.035	.053	.423	.515	.966
Region			11.713	.069	
NE to Chicago	.174	.093	3.480	.062	1.190

	B	SE	Wald	Sig.	Odds Ratio
In-State to Out-of-State	-.162	.060	7.365	.007	.851
Highly/Most Competitive to Other Institutions	.256	.079	10.596	.001	1.292

≥3.5 to ≤2.4	.255	.105	5.838	.016	1.290
AP English	.017	.060	.078	.780	1.017
AP Soc	.131	.058	5.002	.025	1.140
AP M	-.037	.059	.389	.533	.964
AP Language	.108	.056	3.737	.053	1.114
	-.139	.059	5.526	.019	.871
Program Type			5.199	.074	
CTE to College Prep	-.032	.074	.187	.665	.968
General to College Prep	-.127	.056	5.184	.023	.881

In-State to Out-of-State	-.162	.060	7.365	.007	.851
Highly/Most Competitive to Other Institutions	.256	.079	10.596	.001	1.292
Distance from HS to CC: ≤9 Miles to >9 miles	-.042	.045	.880	.348	.958
Highest Two-Year Degree			21.496	.000	
Certificate to No Degree	-.452	.146	9.607	.002	.637
Associate's to No Degree	.174	.055	10.073	.002	1.190
Semester of Reverse Transfer	-.023	.002	151.887	.000	.978

Time to Return among Reverse Transfer Students

	B	SE	Wald	Sig.	Odds Ratio
Gender: Male to Female	-.045	.049	.861	.353	.956
Race			20.959	.000	
Black to White	.176	.087	4.110	.043	1.192
Hispanic to White	-.158	.101	2.464	.117	.854
Asian to White	.321	.092	12.018	.001	1.378
Parental Income			3.277	.351	
Mid-High to High	-.092	.058	2.513	.113	.912
Mid-Low to High	-.080	.064	1.585	.208	.923
Low to High	-.111	.078	2.046	.153	.895
Expected to Work	-.057	.052	1.175	.278	.945
Expected to Receive Aid	-.093	.063	2.157	.142	.911
Number of Siblings	-.046	.019	5.950	.015	.955
Completed ACT Core	.082	.048	2.996	.083	1.086
ACT English	.000	.007	.002	.961	1.000
ACT Math	.003	.008	.176	.675	1.003
ACT Reading	.000	.006	.000	.995	1.000
ACT Science	-.006	.009	.495	.482	.994

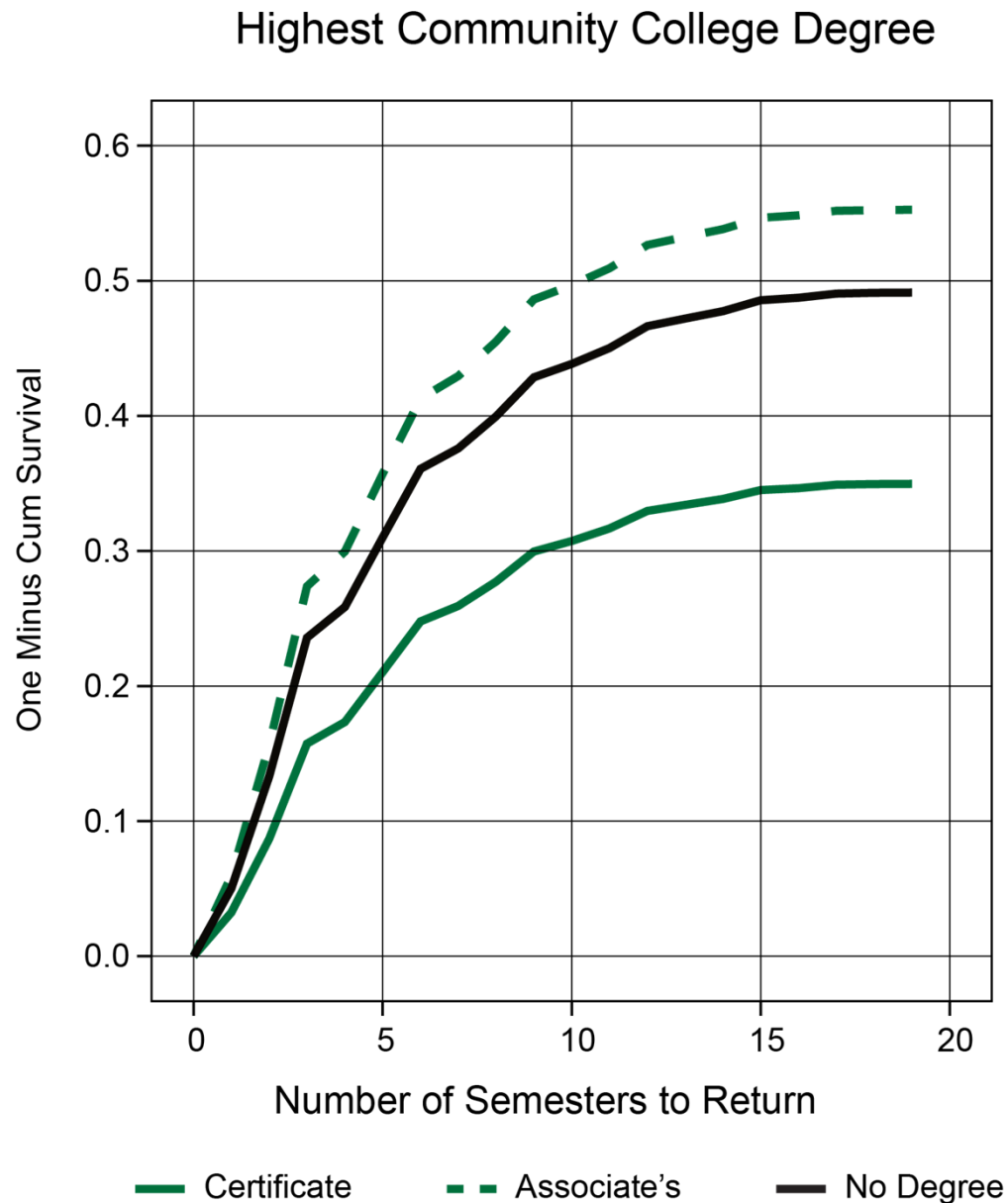
	B	SE	Wald	Sig.	Odds Ratio
HS Program Type			5.199	.074	
CTE to College Prep	-.032	.074	.187	.665	.968
General to College Prep	-.127	.056	5.184	.023	.881
Highest Expected Degree			9.159	.010	
Less than Bachelor's to Bachelor's +	-.378	.126	8.990	.003	.685
Bachelor's to Bachelor's +	-.043	.049	.780	.377	.958
Need Help Making Educational Plans	.077	.046	2.854	.091	1.080
Need Writing Help	-.062	.058	1.140	.286	.940
Need Help Improving Studying Skills	-.040	.049	.664	.415	.961
Need Help with Comprehension	.023	.054	.188	.664	1.023
Need Help with Mathematics	-.035	.053	.423	.515	.966
Region			11.713	.069	
NE to Chicago	.174	.093	3.480	.062	1.190
NW to Chicago	-.035	.126	.076	.782	.966
WC to Chicago	.046	.130	.123	.725	1.047
EC to Chicago	.034	.127	.073	.788	1.035
SW to Chicago	.120	.122	.956	.328	1.127

	B	SE	Wald	Sig.	Odds Ratio
Highest Two-Year Degree			21.496	.000	
Certificate to No Degree	-.452	.146	9.607	.002	.637
Associate's to No Degree	.174	.055	10.073	.002	1.190

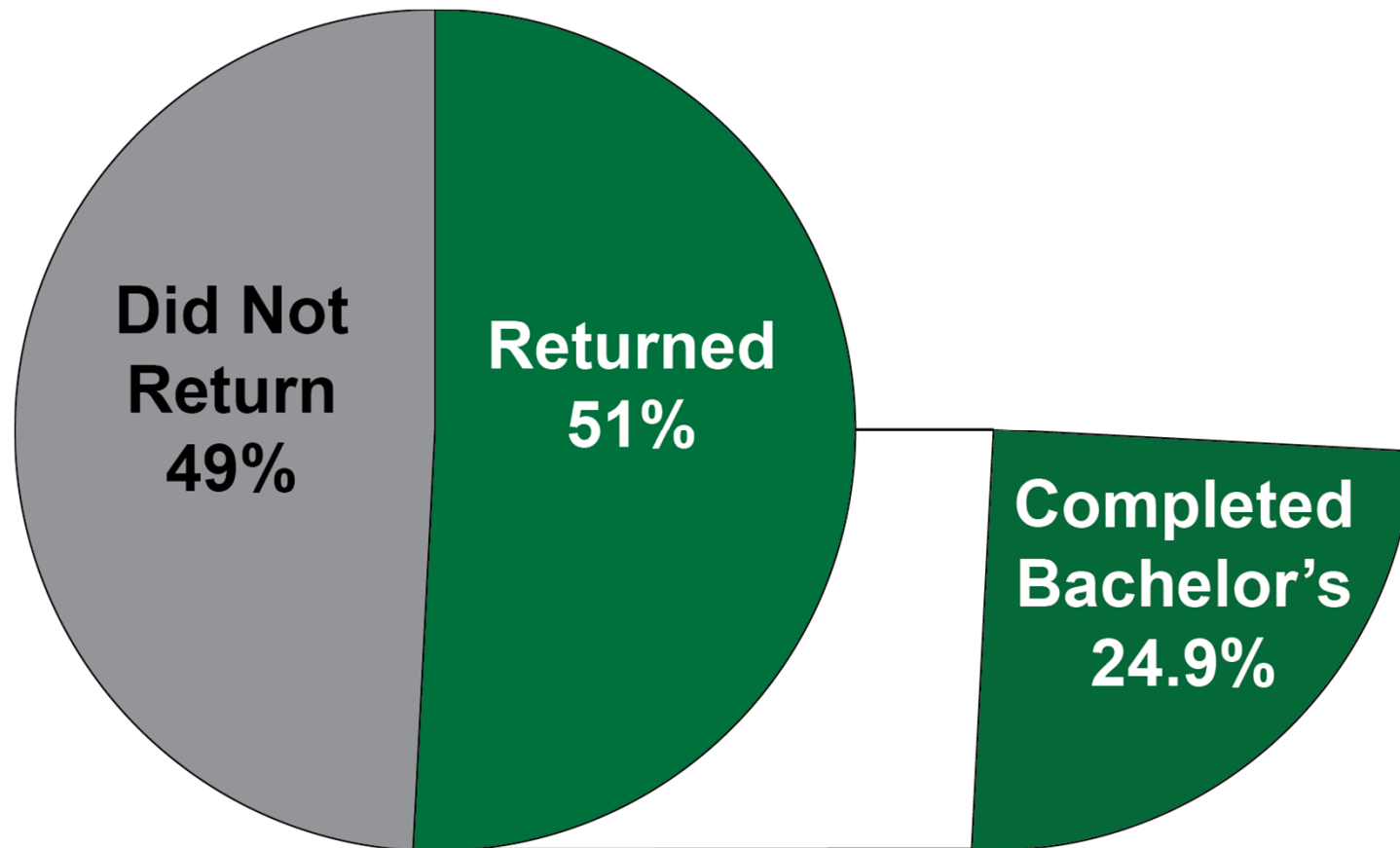
AP Science	-.139	.059	5.526	.019	.871
HS Program			5.199	.074	
CTE to College Prep	-.032	.074	.187	.665	.968
General to College Prep	-.127	.056	5.184	.023	.881

Certificate to No Degree	-.452	.146	9.607	.002	.637
Associate's to No Degree	.174	.055	10.073	.002	1.190
Semester of Reverse Transfer	-.023	.002	151.887	.000	.978

Model Adjusted Time to Return



Bachelor's Completion among Reverse Transfer Students



Time to Bachelor's Completion among Reverse Transfer Students who Returned

	B	Sig.	Odds Ratio
Gender: Male to Female	-.218	.002	.804
Race		.042	
Black to White	-.414	.006	.661
Hispanic to White	-.029	.832	.971
Asian to White	-.137	.309	.872
Parental Income		.355	
Mid-High to High	.026	.749	1.026
Mid-Low to High	-.094	.310	.911
Low to High	-.148	.218	.872
Expected to Work	.081	.281	1.084
Expected to Receive Aid	-.052	.552	.949
Number of Siblings	.016	.553	1.017
Completed ACT Core	.039	.565	1.040
ACT English	-.004	.625	.995
ACT Math	.012	.293	1.012
ACT Reading	-.004	.642	.996
ACT Science	-.006	.619	.994
Class Rank		.303	
Top to Bottom	.611	.128	1.842
Second to Bottom	.508	.193	1.662
Third to Bottom	.408	.298	1.504
HS GPA		.201	
2.5-2.9 to ≤2.4	-.014	.918	.986
3.0-3.4 to ≤2.4	.044	.750	1.045
≥3.5 to ≤2.4	.218	.169	1.243
AP English	.019	.822	1.019
AP Social Studies	-.057	.479	.945
AP Math	-.049	.551	.952
AP Language	.152	.050	1.165
AP Science	-.052	.524	.949

	B	Sig.	Odds Ratio
HS Program Type		.950	
CTE to College Prep	.035	.753	1.036
General to College Prep	.001	.987	1.001
Highest Expected Degree		.244	
Less than Bachelor's to Bachelor's +	-.163	.457	.850
Bachelor's to Bachelor's +	.095	.169	1.101
Region		.032	
NE to Chicago	-.133	.404	.875
NW to Chicago	-.383	.056	.682
WC to Chicago	-.128	.522	.880
EC to Chicago	-.119	.550	.888
SW to Chicago	-.601	.004	.559
SE to Chicago	-.304	.242	.738
High School Mean ACT	.037	.062	1.037
Distance between HS and CC: ≤9 Miles to >9 Miles	.055	.394	1.057
Highest Degree from CC		.000	
Certificate to No Degree	-.582	.041	.559
Associate's to No Degree	.255	.001	1.300
Returned to the Same 4yr	.232	.006	1.262
Selectivity Alignment		.042	
Equal to Less Competitive	.255	.018	1.291
More to Less Competitive	.162	.063	1.176
Returned to Public	.009	.909	1.009
Returned In-State	.245	.021	1.277
Returned to a Highly/Most Competitive	.290	.019	1.337
Distance Between HS and 4yr		.662	
>30 – ≤100 to ≤30	.032	.707	1.033
>100 – ≤175 to ≤30	.011	.915	1.011
>175 to ≤30	-.114	.345	.892
Semester of Return	-.027	.000	.973

Time to Bachelor's Completion among Reverse Transfer Students who Returned

	B	Sig.	Odds Ratio		B	Sig.	Odds Ratio
Gender: Male to Female	-.218	.002	.804	HS Program Type		.950	
					B	Sig.	Odds Ratio
Gender: Male to Female	-.218	.002	.804				
Race		.042					
Black to White	-.414	.006	.661				
Hispanic to White	-.029	.832	.971				
Asian to White	-.137	.309	.872				
ACT Science	-.006	.619	.994	Certificate to No Degree	-.582	.041	.559
Class Rank		.303		Associate's to No Degree	.255	.001	1.300
Top	.611	.128	1.842	Returned to the Same 4yr	.232	.006	1.262
Bottom	.508	.193	1.662	Selectivity Alignment		.042	
Bottom	.408	.298	1.504	Equal to Less Competitive	.255	.018	1.291
		.201		More to Less Competitive	.162	.063	1.176
2.9 to ≤2.4	-.014	.918	.986	Returned to Public	.009	.909	1.009
3.0-3.4 to ≤2.4	.044	.750	1.045	Returned In-State	.245	.021	1.277
≥3.5 to ≤2.4	.218	.169	1.243	Returned to a Highly/Most Competitive	.290	.019	1.337
AP English	.019	.822	1.019	Distance Between HS and 4yr		.662	
AP Social Studies	-.057	.479	.945	>30 – ≤100 to ≤30	.032	.707	1.033
AP Math	-.049	.551	.952	>100 – ≤175 to ≤30	.011	.915	1.011
AP Language	.152	.050	1.165	>175 to ≤30	-.114	.345	.892
AP Science	-.052	.524	.949	Semester of Return	-.027	.000	.973

Time to Bachelor's Completion among Reverse Transfer Students who Returned

	B	Sig.	Odds Ratio
Gender: Male to Female	-.218	.002	.804
Race		.042	
Black to White	-.414	.006	.661
Hispanic to White	-.029	.832	.971
Hispanic to Black	-.137	.222	.882
Hispanic to Asian	-.001	.998	.999
Hispanic to Other	-.001	.998	.999
Asian to White	.001	.998	1.001
Other to White	.001	.998	1.001
Other to Black	.001	.998	1.001
Other to Hispanic	.001	.998	1.001
Other to Asian	.001	.998	1.001
Other to Other	.001	.998	1.001
Other to White	.001	.998	1.001
Other to Black	.001	.998	1.001
Other to Hispanic	.001	.998	1.001
Other to Asian	.001	.998	1.001
Other to Other	.001	.998	1.001
Other to White	.001	.998	1.001
Other to Black	.001	.998	1.001
Other to Hispanic	.001	.998	1.001
Other to Asian	.001	.998	1.001
Other to Other	.001	.998	1.001
Other to White	.001	.998	1.001
Other to Black	.001	.998	1.001
Other to Hispanic	.001	.998	1.001
Other to Asian	.001	.998	1.001
Other to Other	.001	.998	1.001
Other to White	.001	.998	1.001
Other to Black	.001	.998	1.001
Other to Hispanic	.001	.998	1.001
Other to Asian	.001	.998	1.001
Other to Other	.001	.998	1.001
Other to White	.001	.998	1.001
Other to Black	.001	.998	1.001
Other to Hispanic	.001	.998	1.001
Other to Asian	.001	.998	1.001
Other to Other	.001	.998	1.001
Other to White	.001	.998	1.001
Other to Black	.001	.998	1.001
Other to Hispanic	.001	.998	1.001
Other to Asian	.001	.998	1.001
Other to Other	.001	.998	1.001
Other to White	.001	.998	1.001
Other to Black	.001	.998	1.001
Other to Hispanic	.001	.998	1.001
Other to Asian	.001	.998	1.001
Other to Other	.001	.998	1.001
Other to White	.001	.998	1.001
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Other to White	.001	.998	1.001
Other to Black	.001	.998	1.001
Other to Hispanic	.001	.998	1.001
Other to Asian	.001	.998	1.001
Other to Other	.001	.998	1.001
Other to White	.001	.998	1.001
Other to Black	.001	.998	1.001
Other to Hispanic	.001		

Time to Bachelor's Completion among Reverse Transfer Students who Returned

	B	Sig.	Odds Ratio
Gender: Male to Female	-.218	.002	.804
Race		.042	
Black to White	-.414	.003	.661
Hispanic to White	-.029	.832	.971
Asian to White	-.137	.309	.872
Parental Income		.355	
Mid-High to High	.026	.749	1.026
Mid-Low to High	-.094	.310	.911

	B	Sig.	Odds Ratio
HS Program Type		.950	
CTE to College Prep	.035	.753	1.036
General to College Prep	.001	.987	1.001
Highest Expected Degree		.244	
Less than Bachelor's to Bachelor's +	-.163	.457	.850
Bachelor's to Bachelor's +	.095	.169	1.101
Region		.032	
NE to Chicago	-.133	.404	.875
NW to Chicago	-.088	.458	.913

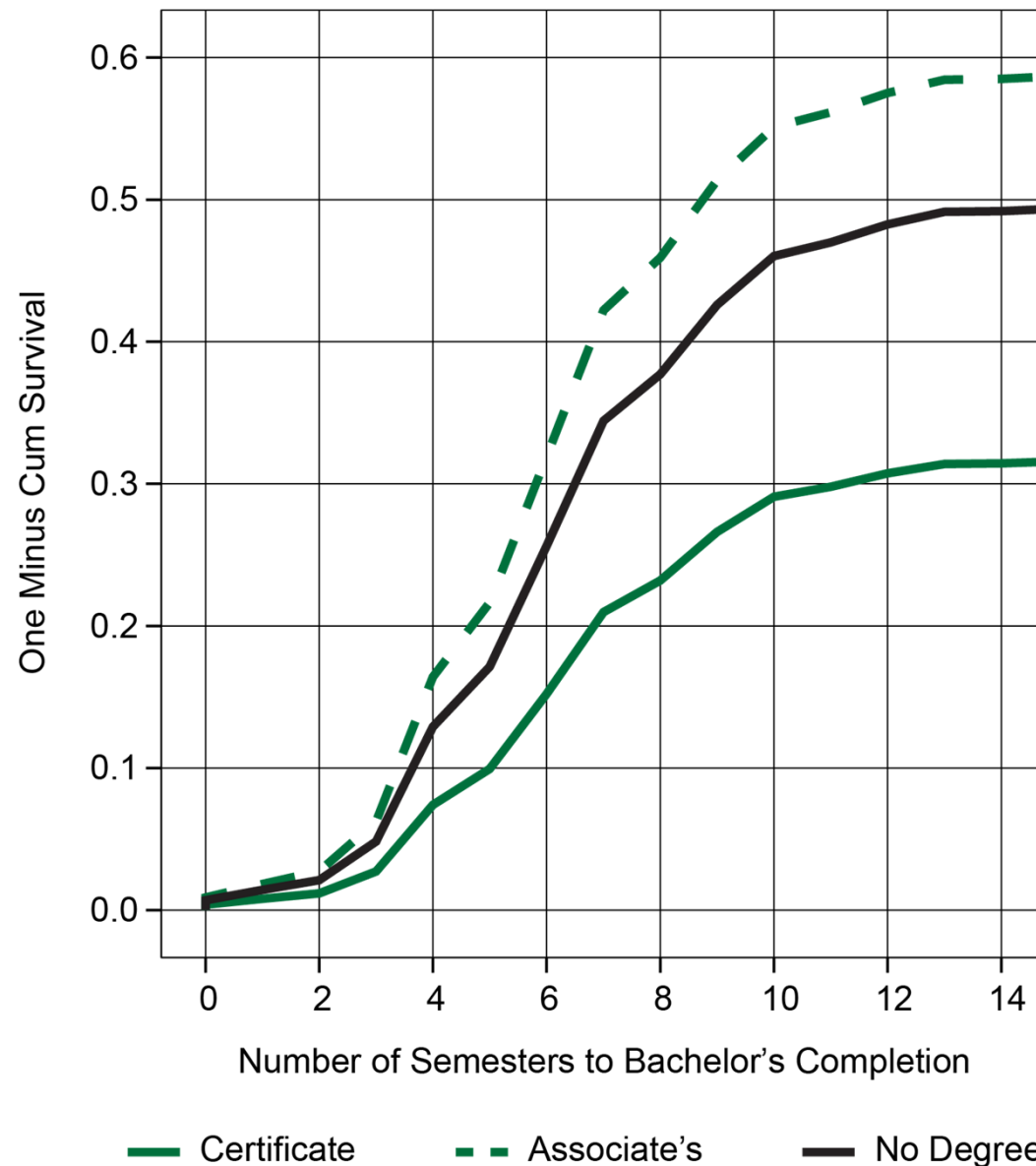
	B	Sig.	Odds Ratio
Returned to the Same 4yr	.232	.006	1.262
Selectivity Alignment		.042	
Equal to Less Competitive	.255	.018	1.291
More to Less Competitive	.162	.063	1.176
Returned to Public	.009	.909	1.009
Returned In-State	.245	.021	1.277

AP English	.019	.822	1.019
AP Social Science	-.057	.479	.945
AP Math	-.049	.551	.952
AP Science	.152	.050	1.165
AP Foreign Language	-.052	.524	.949

Distance Between HS and 4yr		.662	
>30 – ≤100 to ≤30	.032	.707	1.033
>100 – ≤175 to ≤30	.011	.915	1.011
>175 to ≤30	-.114	.345	.892
Semester of Return	-.027	.000	.973

Model Adjusted Time to Bachelor's Completion

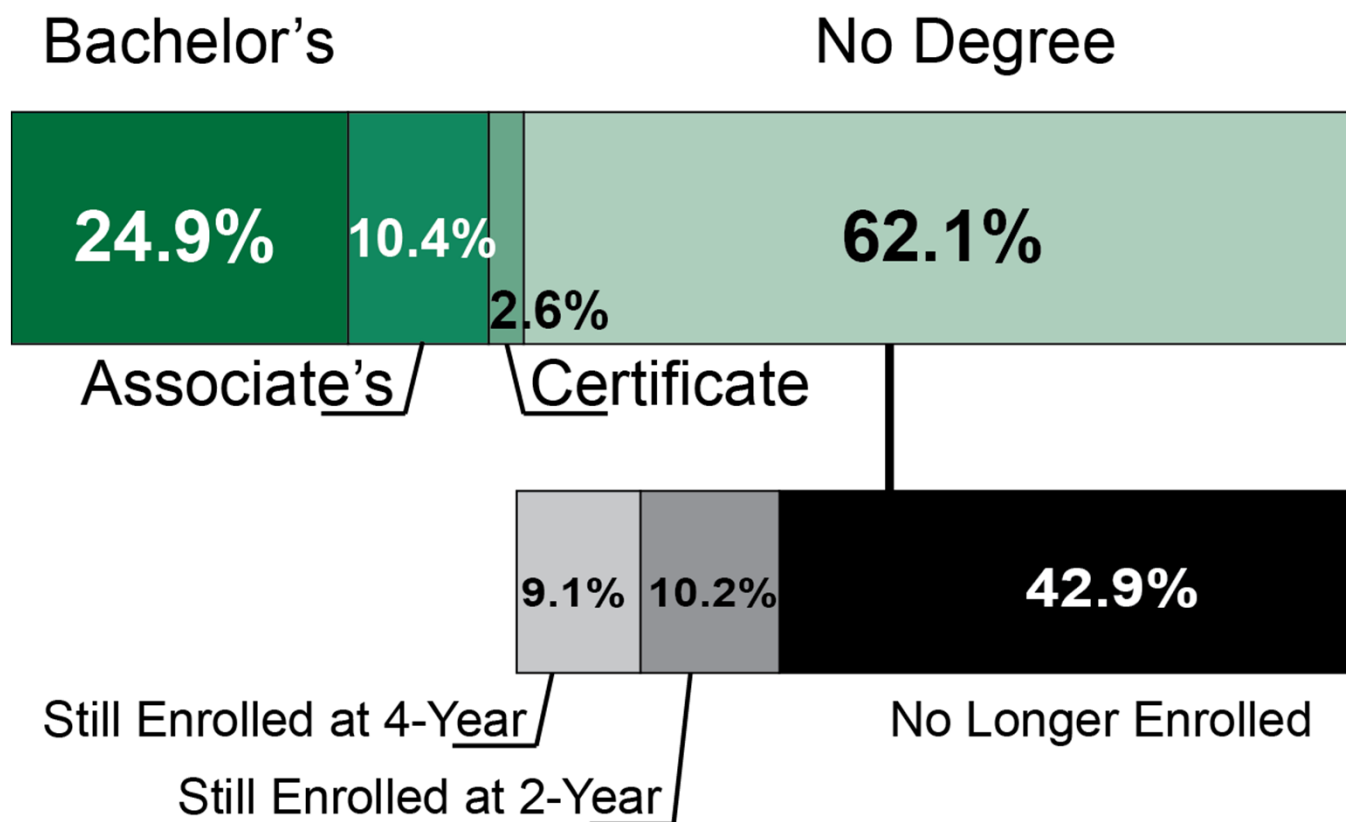
Highest Community College Degree



Reverse Transfer and End of Study Status

End of Study Status						
		Bachelor's Degree or Higher	Non-Completers			Total
			Still Enrolled at 4-yr	Still Enrolled at 2-yr	No Longer Enrolled	
Reverse Transfer Students	Row %	24.9%	12.1%	12.4%	50.6%	100.0%
	Column %	7.2%	54.9%	100.0%	50.2%	20.7%
Other Four-Year Starters	Row %	84.3%	2.6%	0.0%	13.1%	100.0%
	Column %	92.8%	45.1%	0.0%	49.8%	79.3%
Total	Row %	72.0%	4.6%	2.6%	20.9%	100.0%
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Highest Degree and End of Study Status for Reverse Transfer Students



Impact Factors on Time to Reverse Transfer, Return to a Four-Year, and Bachelor's Completion

Factors		Reverse Transferring	Returning to a Four-Year	Bachelor's Completion
Demographics	Gender (Male)	Increased odds	No significant effects	Decreased odds
	Race (White)	No significant effects	Decreased odds*	Increased odds*
Financial Aid	Parental Income (Middle)	Increased odds*	No significant effects	No significant effects
	Expected to Work	Increased odds	No significant effects	No significant effects
	Received Financial Aid	Increased odds	No significant effects	No significant effects
	Siblings	Increased odds	Decreased odds	No significant effects
Academic Preparation/ College Readiness	ACT Core	No significant effects	No significant effects	No significant effects
	ACT English	Decreased odds	No significant effects	No significant effects
	ACT Math	Decreased odds	No significant effects	No significant effects
	ACT Reading	No significant effects	No significant effects	No significant effects
	ACT Science	Increased odds	No significant effects	No significant effects
	Class Rank (Bottom)	Increased odds*	No significant effects	No significant effects
	GPA (≤ 2.4)	Increased odds*	Decreased odds*	No significant effects
	AP English	No significant effects	No significant effects	No significant effects
	AP Social Studies	Decreased odds	Increased odds	No significant effects
	AP Math	No significant effects	No significant effects	No significant effects
	AP Science	Increased odds	Decreased odds	No significant effects
	AP Foreign Language	Decreased odds	No significant effects	No significant effects
	HS Program (College Prep)	No significant effects	Increased odds*	No significant effects
	Expected Degree (BA+)	Increased odds*	Increased odds*	No significant effects
	Help Ed Plans	Decreased odds	No significant effects	
	Help Writing	No significant effects	No significant effects	
	Help Studying	Increased odds	No significant effects	
	Help Reading	Decreased odds	No significant effects	
	Help Math	Decreased odds	No significant effects	
High School	Region (Chicago)	Decreased odds*	No significant effects	Increased odds*
	Mean ACT	Decreased odds	Increased odds	No significant effects
First Four-Year	Distance from HS (≤ 30 miles)	Increased odds*	Decreased odds*	
	Sector (Public)	Increased odds	No significant effects	
	State (Illinois)	Increased odds	Decreased odds	
	Selectivity (Highly/Most)	Decreased odds	Increased odds	
Community College	Distance from HS		No significant effects	No significant effects
	Associate's		Increased odds*	Increased odds*
Four-Year of Return	Same 4-Yr			Increased odds
	Equally Competitive to Less			Increased odds*
	Sector (Public)			No significant effects
	State (Illinois)			Increased odds
	Selectivity (Highly/Most)			Increased odds
	Distance (≤ 30)			No significant effects

* At least one dummy variable comparison indicated a statistically significant difference.

Impact Factors on Time to Reverse Transfer, Return to a Four-Year, and Bachelor's Completion

Factors		Reverse Transferring	Returning to a Four-Year	Bachelor's Completion
Demographics	Gender (Male)	Increased odds	No significant effects	Decreased odds
	Race (White)	No significant effects	Decreased odds*	Increased odds*

* At least one dummy variable comparison indicated a statistically significant difference.

	GPA (≤ 2.4)	Increased odds*	Decreased odds*	No significant effects
	AP English	No significant effects	No significant effects	No significant effects
	AP Social Studies	Decreased odds	Increased odds	No significant effects
	AP Math	No significant effects	No significant effects	No significant effects
	AP Science	Increased odds	Decreased odds	No significant effects
	AP Foreign Language	Decreased odds	No significant effects	No significant effects
	HS Program (College Prep)	No significant effects	Increased odds*	No significant effects
	Expected Degree (BA+)	Increased odds*	Increased odds*	No significant effects
	Help Ed Plans	Decreased odds	No significant effects	
	Help Writing	No significant effects	No significant effects	
	Help Studying	Increased odds	No significant effects	
	Help Reading	Decreased odds	No significant effects	
	Help Math	Decreased odds	No significant effects	
High School	Region (Chicago)	Decreased odds*	No significant effects	Increased odds*
	Mean ACT	Decreased odds	Increased odds	No significant effects
First Four-Year	Distance from HS (≤ 30 miles)	Increased odds*	Decreased odds*	
	Sector (Public)	Increased odds	No significant effects	
	State (Illinois)	Increased odds	Decreased odds	
	Selectivity (Highly/Most)	Decreased odds	Increased odds	
Community College	Distance from HS		No significant effects	No significant effects
	Associate's		Increased odds*	Increased odds*
Four-Year of Return	Same 4-Yr			Increased odds
	Equally Competitive to Less			Increased odds*
	Sector (Public)			No significant effects
	State (Illinois)			Increased odds
	Selectivity (Highly/Most)			Increased odds
	Distance (≤ 30)			No significant effects

* At least one dummy variable comparison indicated a statistically significant difference.

Impact Factors on Time to Reverse Transfer, Return to a Four-Year, and Bachelor's Completion

Factors		Reverse Transferring	Returning to a Four-Year	Bachelor's Completion
Demographics	Gender (Male)	Increased odds	No significant effects	Decreased odds
	Race (White)	No significant effects	Decreased odds*	Increased odds*

Factors		Reverse Transferring	Returning to a Four-Year	Bachelor's Completion
Financial Aid	Parental Income (Middle)	Increased odds*	No significant effects	No significant effects
	Expected to Work	Increased odds	No significant effects	No significant effects
	Received Financial Aid	Increased odds	No significant effects	No significant effects
	Siblings	Increased odds	Decreased odds	No significant effects

* At least one dummy variable comparison indicated a statistically significant difference.

	Expected Degree (BA+)	Increased odds*	Increased odds*	No significant effects
	Help Ed Plans	Decreased odds	No significant effects	
	Help Writing	No significant effects	No significant effects	
	Help Studying	Increased odds	No significant effects	
	Help Reading	Decreased odds	No significant effects	
	Help Math	Decreased odds	No significant effects	
High School	Region (Chicago)	Decreased odds*	No significant effects	Increased odds*
	Mean ACT	Decreased odds	Increased odds	No significant effects
First Four-Year	Distance from HS (≤30 miles)	Increased odds*	Decreased odds*	
	Sector (Public)	Increased odds	No significant effects	
	State (Illinois)	Increased odds	Decreased odds	
	Selectivity (Highly/Most)	Decreased odds	Increased odds	
Community College	Distance from HS		No significant effects	No significant effects
	Associate's		Increased odds*	Increased odds*
Four-Year of Return	Same 4-Yr			Increased odds
	Equally Competitive to Less			Increased odds*
	Sector (Public)			No significant effects
	State (Illinois)			Increased odds
	Selectivity (Highly/Most)			Increased odds
	Distance (≤30)			No significant effects

* At least one dummy variable comparison indicated a statistically significant difference.

Impact Factors on Time to Reverse Transfer, Return to a Four-Year, and Bachelor's Completion

Factors		Reverse Transferring	Returning to a Four-Year	Bachelor's Completion
Demographics	Gender (Male)	Increased odds	No significant effects	Decreased odds
	Race (White)	No significant effects	Decreased odds*	Increased odds*
Financial Aid	Parental Income (Middle)	Increased odds*	No significant effects	No significant effects
	Expected to Work	Increased odds	No significant effects	No significant effects
	Received Financial Aid	Increased odds	No significant effects	No significant effects
	Siblings	Increased odds	Decreased odds	No significant effects
Academic Preparation/ College Readiness	ACT Core	No significant effects	No significant effects	No significant effects
	ACT English	Decreased odds	No significant effects	No significant effects
	ACT Math	Decreased odds	No significant effects	No significant effects
	ACT Reading	No significant effects	No significant effects	No significant effects
	ACT Science	Increased odds	No significant effects	No significant effects
	Class Rank (Bottom)	Increased odds*	No significant effects	No significant effects
	GPA (≤ 2.4)	Increased odds*	Decreased odds*	No significant effects
	AP English	No significant effects	No significant effects	No significant effects
	AP Social Studies	Decreased odds	Increased odds	No significant effects
	AP Math	No significant effects	No significant effects	No significant effects
	AP Science	Increased odds	Decreased odds	No significant effects
	AP Foreign Language	Decreased odds	No significant effects	No significant effects
	HS Program (College Prep)	No significant effects	Increased odds*	No significant effects
	Expected Degree (BA+)	Increased odds*	Increased odds*	No significant effects
	Help Ed Plans	Decreased odds	No significant effects	
	Help Writing	No significant effects	No significant effects	
	Help Studying	Increased odds	No significant effects	
	Help Reading	Decreased odds	No significant effects	
	Help Math	Decreased odds	No significant effects	
High School	Region (Chicago)	Decreased odds*	No significant effects	Increased odds*
	Mean ACT	Decreased odds	Increased odds	No significant effects
First Four-Year	Distance from HS (≤ 30 miles)	Increased odds*	Decreased odds*	
	Sector (Public)	Increased odds	No significant effects	
	State (Illinois)	Increased odds	Decreased odds	
	Selectivity (Highly/Most)	Decreased odds	Increased odds	
Community College	Distance from HS		No significant effects	No significant effects
	Associate's		Increased odds*	Increased odds*
Four-Year of Return	Same 4-Yr			Increased odds
	Equally Competitive to Less			Increased odds*
	Sector (Public)			No significant effects
	State (Illinois)			Increased odds
	Selectivity (Highly/Most)			Increased odds
	Distance (≤ 30)			No significant effects

* At least one dummy variable comparison indicated a statistically significant difference.

Impact Factors on Time to Reverse Transfer, Return

Factors		Reverse Transferring	Returning to a Four-Year	Bachelor's Completion
Academic Preparation/ College Readiness	ACT Core	No significant effects	No significant effects	No significant effects
	ACT English	Decreased odds	No significant effects	No significant effects
	ACT Math	Decreased odds	No significant effects	No significant effects
	ACT Reading	No significant effects	No significant effects	No significant effects
	ACT Science	Increased odds	No significant effects	No significant effects
	Class Rank (Bottom)	Increased odds*	No significant effects	No significant effects
	GPA (≤ 2.4)	Increased odds*	Decreased odds*	No significant effects
	AP English	No significant effects	No significant effects	No significant effects
	AP Social Studies	Decreased odds	Increased odds	No significant effects
	AP Math	No significant effects	No significant effects	No significant effects
	AP Science	Increased odds	Decreased odds	No significant effects
	AP Foreign Language	Decreased odds	No significant effects	No significant effects
	HS Program (College Prep)	No significant effects	Increased odds*	No significant effects
	Expected Degree (BA+)	Increased odds*	Increased odds*	No significant effects
	Help Ed Plans	Decreased odds	No significant effects	
	Help Writing	No significant effects	No significant effects	
	Help Studying	Increased odds	No significant effects	
	Help Reading	Decreased odds	No significant effects	
	Help Math	Decreased odds	No significant effects	

* At least one dummy variable comparison indicated a statistically significant difference.

Impact Factors on Time to Reverse Transfer, Return to a Four-Year, and Bachelor's Completion

Factors		Reverse Transferring	Returning to a Four-Year	Bachelor's Completion
Demographics	Gender (Male)	Increased odds	No significant effects	Decreased odds
	Race (White)	No significant effects	Decreased odds*	Increased odds*
Financial Aid	Parental Income (Middle)	Increased odds*	No significant effects	No significant effects
	Expected to Work	Increased odds	No significant effects	No significant effects
	Received Financial Aid	increased odds	No significant effects	No significant effects
	Siblings	Increased odds	Decreased odds	No significant effects

Factors		Reverse Transferring	Returning to a Four-Year	Bachelor's Completion
First Four-Year	Distance from HS (≤ 30 miles)	Increased odds*	Decreased odds*	
	Sector (Public)	Increased odds	No significant effects	
	State (Illinois)	Increased odds	Decreased odds	
	Selectivity (Highly/Most)	Decreased odds	Increased odds	

* At least one dummy variable comparison indicated a statistically significant difference.

High School	Help Math	Decreased odds	No significant effects	
	Region (Chicago)	Decreased odds*	No significant effects	Increased odds*
	Mean ACT	Decreased odds	Increased odds	No significant effects
First Four-Year	Distance from HS (≤ 30 miles)	Increased odds*	Decreased odds*	
	Sector (Public)	Increased odds	No significant effects	
	State (Illinois)	Increased odds	Decreased odds	
	Selectivity (Highly/Most)	Decreased odds	Increased odds	
Community College	Distance from HS		No significant effects	No significant effects
	Associate's		Increased odds*	Increased odds*
Four-Year of Return	Same 4-Yr			Increased odds
	Equally Competitive to Less			Increased odds*
	Sector (Public)			No significant effects
	State (Illinois)			Increased odds
	Selectivity (Highly/Most)			Increased odds
	Distance (≤ 30)			No significant effects

* At least one dummy variable comparison indicated a statistically significant difference.

Impact Factors on Time to Reverse Transfer, Return to a Four-Year, and Bachelor's Completion

Factors		Reverse Transferring	Returning to a Four-Year	Bachelor's Completion
Demographics	Gender (Male)	Increased odds	No significant effects	Decreased odds
	Race (White)	No significant effects	Decreased odds*	Increased odds*
Financial Aid	Parental Income (Middle)	Increased odds*	No significant effects	No significant effects
	Expected to Work	Increased odds	No significant effects	No significant effects
	Received Financial Aid	increased odds	No significant effects	No significant effects
	Siblings	Increased odds	Decreased odds	No significant effects
Academic Preparation/ College Readiness	ACT Core	No significant effects	No significant effects	No significant effects
	ACT English	Decreased odds	No significant effects	No significant effects
	ACT Math	Decreased odds	No significant effects	No significant effects
	ACT Reading	No significant effects	No significant effects	No significant effects

Factors		Reverse Transferring	Returning to a Four-Year	Bachelor's Completion
Community College	Distance from HS		No significant effects	No significant effects
	Associate's		Increased odds*	Increased odds*

* At least one dummy variable comparison indicated a statistically significant difference.

High School	Help Reading	Decreased odds	No significant effects	
	Help Math	Decreased odds	No significant effects	
First Four-Year	Region (Chicago)	Decreased odds*	No significant effects	Increased odds*
	Mean ACT	Decreased odds	Increased odds	No significant effects
Community College	Distance from HS (≤30 miles)	Increased odds*	Decreased odds*	
	Sector (Public)	Increased odds	No significant effects	
	State (Illinois)	Increased odds	Decreased odds	
	Selectivity (Highly/Most)	Decreased odds	Increased odds	
Four-Year of Return	Distance from HS		No significant effects	No significant effects
	Associate's		Increased odds*	Increased odds*
Four-Year of Return	Same 4-Yr			Increased odds
	Equally Competitive to Less			Increased odds*
	Sector (Public)			No significant effects
	State (Illinois)			Increased odds
	Selectivity (Highly/Most)			Increased odds
	Distance (≤30)			No significant effects

* At least one dummy variable comparison indicated a statistically significant difference.

Impact Factors on Time to Reverse Transfer, Return to a Four-Year, and Bachelor's Completion

Factors		Reverse Transferring	Returning to a Four-Year	Bachelor's Completion
Demographics	Gender (Male)	Increased odds	No significant effects	Decreased odds
	Race (White)	No significant effects	Decreased odds*	Increased odds*
Financial Aid	Parental Income (Middle)	Increased odds*	No significant effects	No significant effects
	Expected to Work	Increased odds	No significant effects	No significant effects
	Received Financial Aid	Increased odds	No significant effects	No significant effects
	Siblings	Increased odds	Decreased odds	No significant effects
Academic Preparation/ College Readiness	ACT Core	No significant effects	No significant effects	No significant effects
	ACT English	Decreased odds	No significant effects	No significant effects
	ACT Math	Decreased odds	No significant effects	No significant effects
	ACT Reading	No significant effects	No significant effects	No significant effects
	ACT Science	Increased odds	No significant effects	No significant effects
	Class Rank (Bottom)	Increased odds*	No significant effects	No significant effects
	GPA (≤ 2.4)	Increased odds*	Decreased odds*	No significant effects
	AP English	No significant effects	No significant effects	No significant effects

Factors	Reverse Transferring	Returning to a Four-Year	Bachelor's Completion
Four-Year of Return	Same 4-Yr Equally Competitive to Less Sector (Public) State (Illinois) Selectivity (Highly/Most) Distance (≤ 30)		Increased odds
			Increased odds*
			No significant effects
			Increased odds
			Increased odds
			No significant effects

* At least one dummy variable comparison indicated a statistically significant difference.

Equally Competitive to Less Sector (Public) State (Illinois) Selectivity (Highly/Most) Distance (≤ 30)			Increased odds No significant effects Increased odds Increased odds No significant effects
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* At least one dummy variable comparison indicated a statistically significant difference.

Discussion/Conclusions

- The factors related to academic preparation and financial aid had relatively strong effect sizes in terms of reverse transferring.
- Patterns regarding performance on the ACT and reverse transferring were noteworthy and parallel recent research focusing on similar outcomes.
- The importance of the factors related to financial aid and academic preparation faded as the outcome measures advanced. Institutional characteristics became more important.
- Associate's degree completion was positively and significantly related to both a timely return and a timely completion of a bachelor's degree.

Policy Implications

- Reverse transferring of credit to the community college along with the student
 - Active reverse articulation of credit from initial four-year institution to community college
- Statewide Longitudinal Data Systems
 - Limitations of the current study (achievement during college and financial aid)
 - Early monitoring systems

Recommendations for Further Investigation

1. Reverse Transfers who stay versus those who gravitate towards home.
2. Predicting a timely completion of an associate's degree among reverse transfers.
3. Adding better information regarding financial aid and academic achievement during college.
4. Integrating employment information.

Questions

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