Comparing Direct Entrants and Transfer Students Using Multiple Informational Sources

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Part of a demonstration project funded through the ILDS Grant

- Funded by IBHE, managed by DePaul, implemented by IERC
- Part of the p-20 initiative in Illinois
- Highlights from the full report
  http://www.siue.edu/ierc/publications/pdf/2013_Direct_Entrants_and_Transfers.pdf
- Project intent is:
  - Gain experience in using a longitudinal data sets
  - Explore issues in merging data
  - Demonstrate types of questions that can be addressed
  - Identify additional data elements institutions would want to use

Data Sources

- College level data similar to ILDS (parallels IHEC reporting requirements)
  - Enrollment
  - Degree Completion
  - Demographics
  - Financial Aid Markers and Transfer Hours
- Illinois High School Class of 2003 (source IBHE and ACT)
  - PSAE/ACT
    - Student Information
    - College Readiness Measures
  - National Student Clearinghouse (approximates full ILDS database)
    - Enrollment/Transfer Patterns
    - Degree completion beyond the institutions of reference

Benefits of the Approach

- Additional information on the transfer students that colleges do not normally collect.
- Explore churn among the direct entrants, specifically how different enrollment/transfer patterns impact bachelor's completion.
- Augment institutional data sources with degree completion information from the NSC for both transfer students and native students
  - Degrees completed elsewhere prior to and after enrolling at one of the institutions of reference

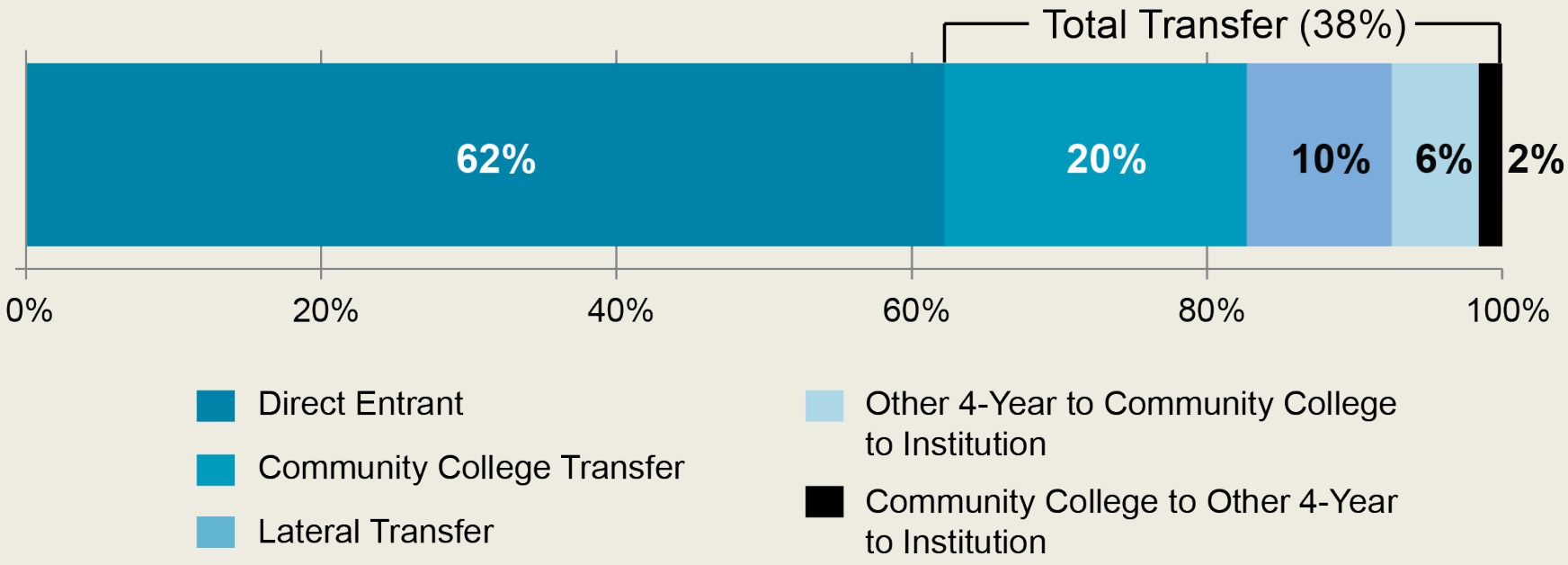
Research Questions

- What were the predominant enrollment patterns among the transfer students?
  - How did those patterns factor into bachelor's degree completion?
- What were the differences between the direct entrants and transfer students in terms of bachelor's degree completion and earnings upon graduation?

Analyses

- Descriptive statistics
- Chi-Square Automatic Interaction Detection (CHAID)
  - Predicting and modeling technique similar to regression
  - Form of classification analysis
  - Produces graphical tree to visually depict the relationship
- Survival analysis
  - Life Tables (1-survival)

Entry Status (n=3,972)



By the end of the study, one half of the direct entrants had enrolled at another postsecondary institution.

ACT Scores by Entry Status

Transfer Status	English	Math	Reading	Science	Composite Score
Direct Entrant	22.48	22.16	22.83	21.97	22.49
Community College Transfer	19.99	20.18	20.61	20.57	20.47
Lateral Transfer	23.43	23.11	23.91	22.77	23.46
Other 4-Year to Community College to Institution	22.51	22.66	22.95	22.68	22.84
Community College to other 4-Year to Institution	19.62	20.60	20.02	20.14	20.25
Total	22.02	21.85	22.44	21.78	22.16

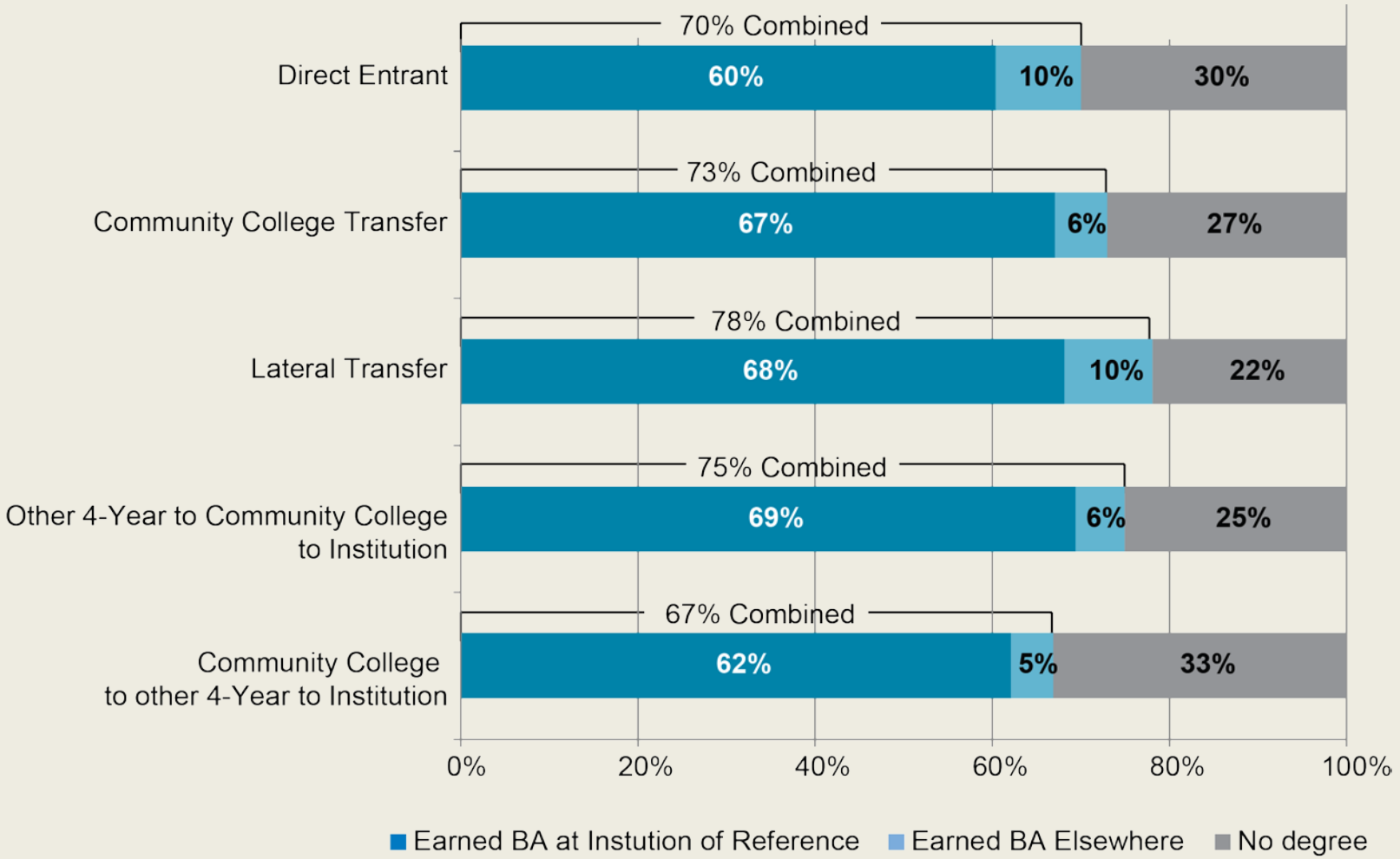
- Lateral transfers had the highest ACT scores.
- Direct entrants fell somewhere in the middle.
- Those starting at community colleges had the lowest ACT scores.

ACT Scores by Institution of Reference

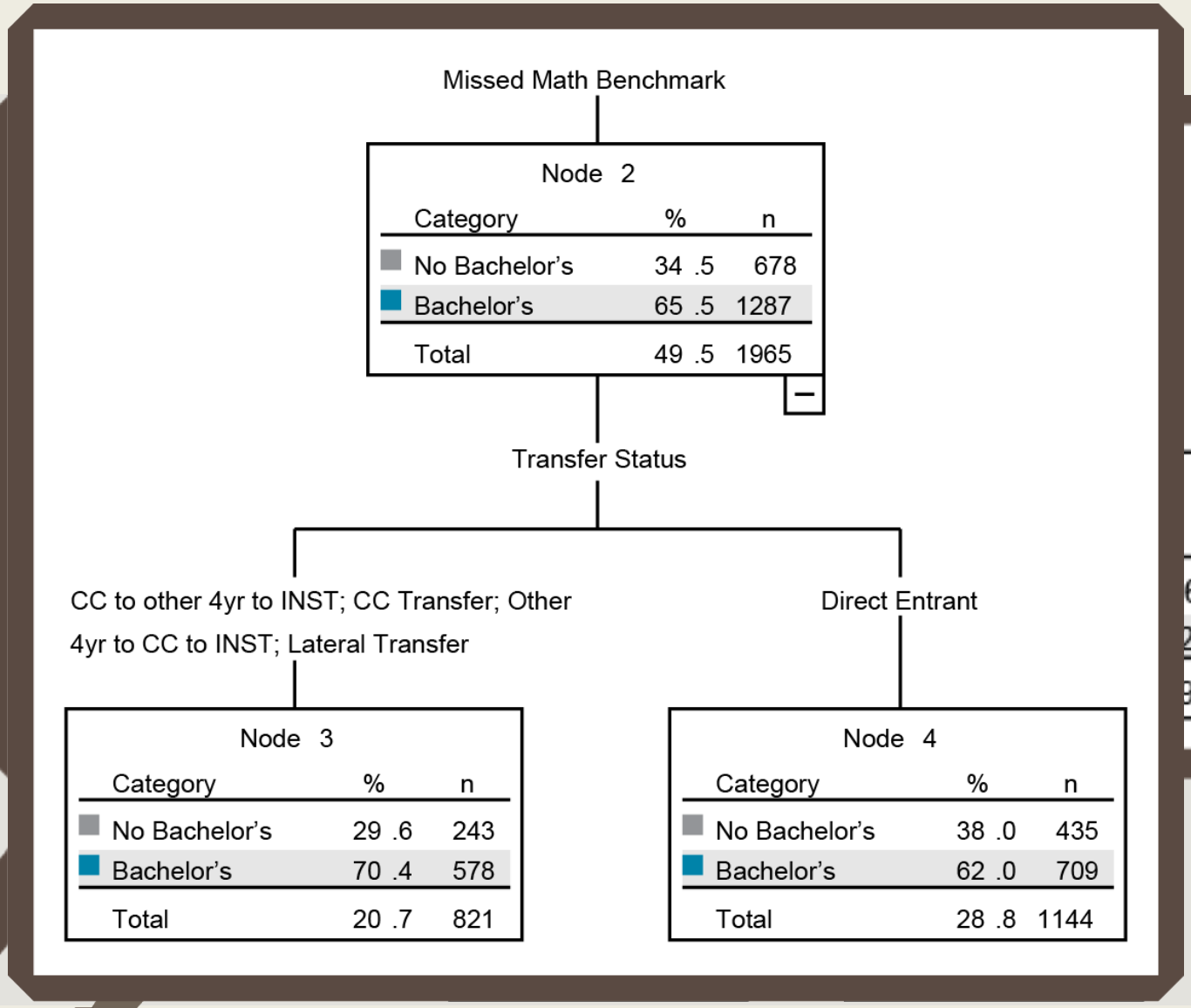
Institution	Transfer Status	English	Math	Reading	Science	Composite Score
Public 4-Year	Direct Entrant	21.68	21.80	22.10	21.86	21.99
	Community College Transfer	19.97	20.07	20.64	20.72	20.49
	Lateral Transfer	23.28	23.08	23.66	23.13	23.45
	Other 4-Year to Community College to Institution	22.15	22.78	22.78	22.53	22.70
	Community College to other 4-Year to Institution	19.92	21.65	20.65	20.23	20.77
	Total	21.40	21.52	21.89	21.70	21.76
Private 4-Year	Direct Entrant	23.34	22.54	23.61	22.10	23.02
	Community College Transfer	20.04	20.39	20.54	20.24	20.43
	Lateral Transfer	23.60	23.15	24.19	22.35	23.46
	Other 4-Year to Community College to Institution	22.75	22.58	23.06	22.78	22.94
	Community College to other 4-Year to Institution	19.41	19.86	19.57	20.08	19.89
	Total	22.76	22.24	23.09	21.86	22.62

- The ACT profiles of transfer students across the two institutions of reference were nearly identical.
- However, the academic profile of the direct entrants varied across the institutions, with direct entrants at the private four-year having higher ACT scores (more selective).

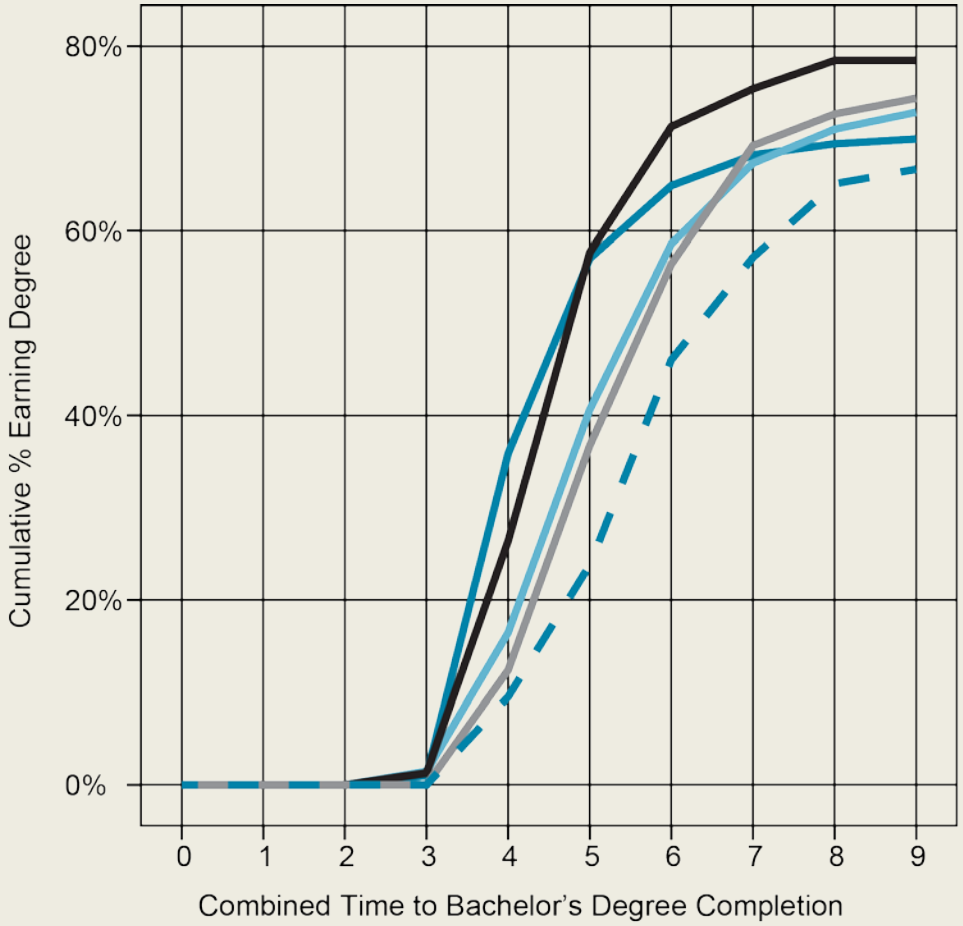
Entry Status & Degree Completion



College Readiness in Mathematics and



Time to Degree Completion

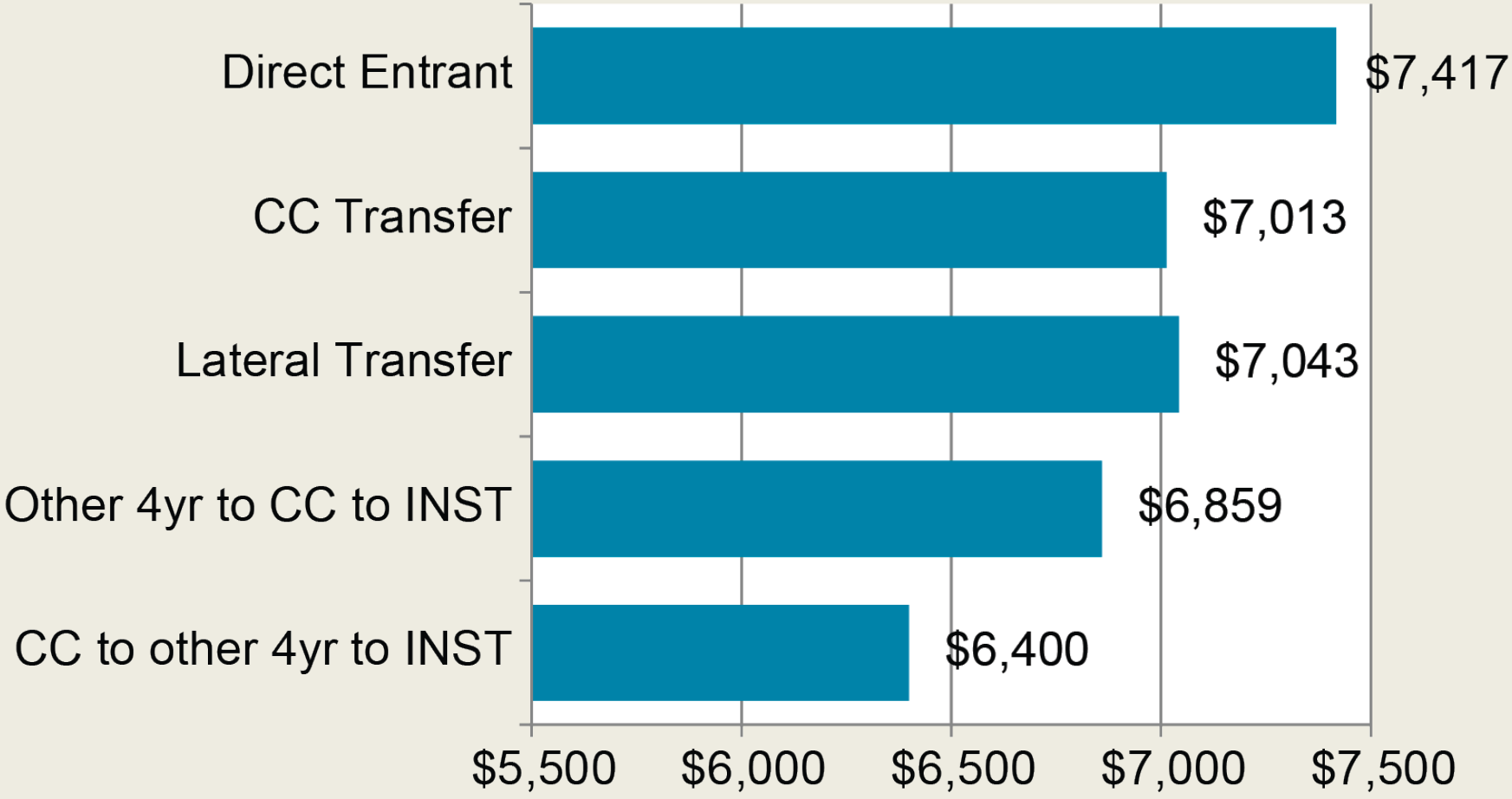


Transfer Status

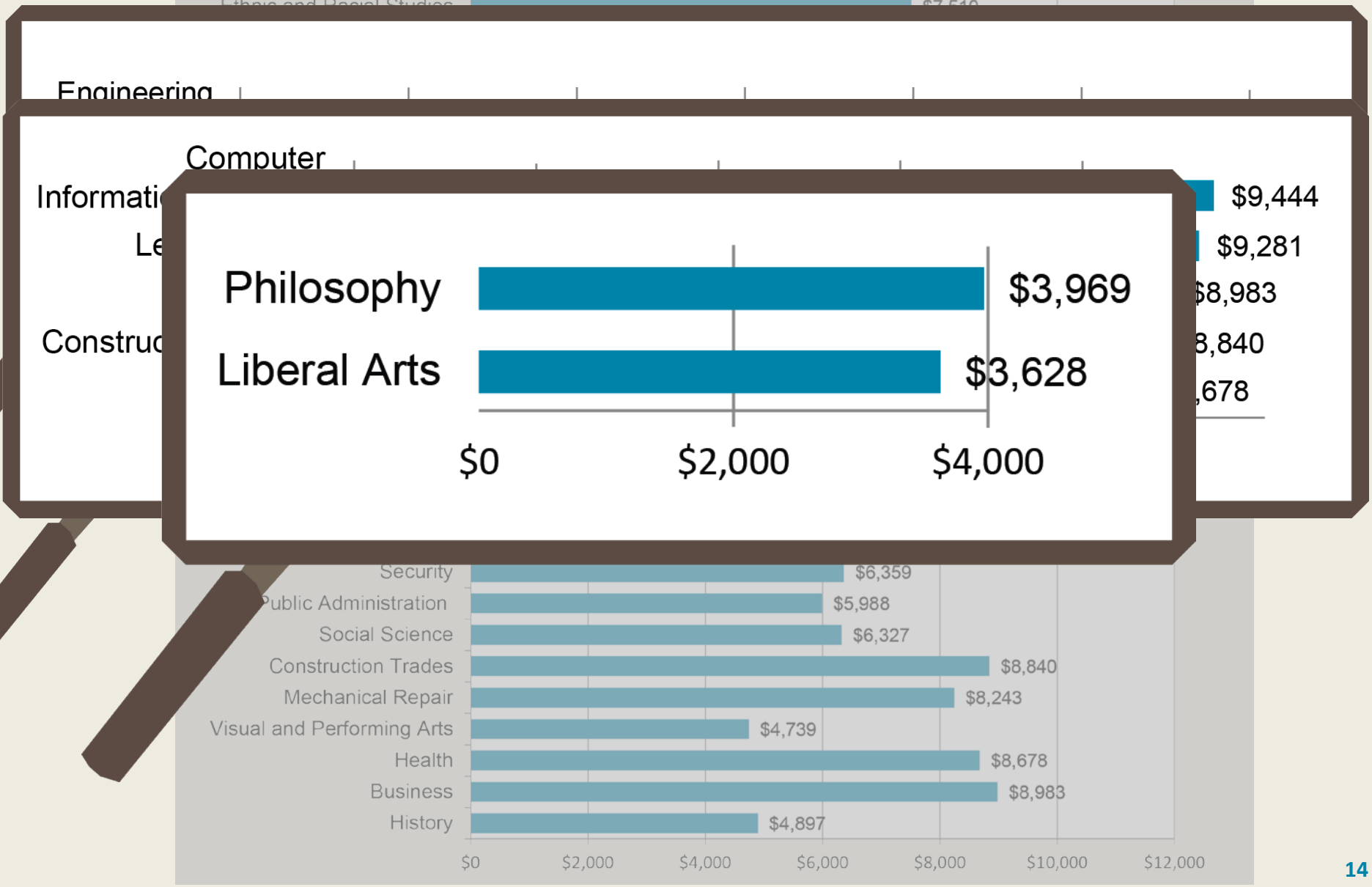
- Direct Entrant
- CC Transfer
- Lateral Transfer
- Other 4-Year to Community College to Institute
- Community College to other 4-Year to Institute

Mean Years to Bachelor's Degree Completion	
Direct Entrant	4.42
Community College Transfer	5.11
Lateral Transfer	4.69
Other 4-Year to Community College to Institution	5.36
Community College to other 4-Year to Institution	5.62

Quarterly Earnings among Bachelor's Completers



Mean Second Quarter Wages



Lessons Learned

- Planning
- Securely Transferring the Data
- Issues with Merging
- National Student Clearinghouse
- Wage Records
- Bachelor's Completion at Other Colleges
- Extending the Traditional Length of Time to Degree Completion

Questions

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Full report is available at:

http://www.siue.edu/ierc/publications/pdf/2013_Direct_Entrants_and_Transfers.pdf