



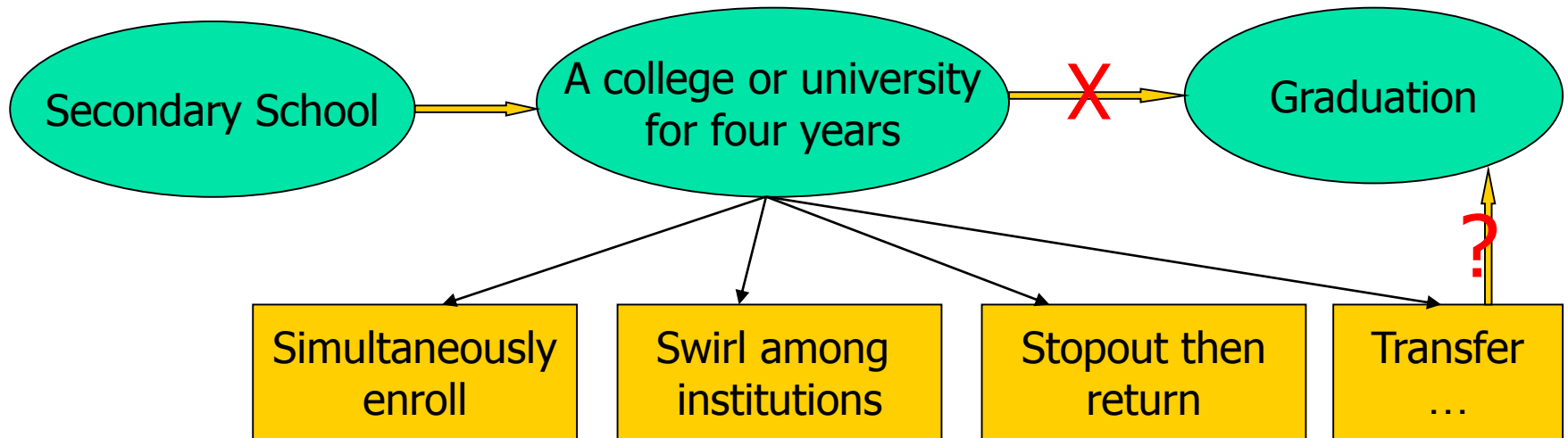
Does a New School Hurt? Bachelor's Degree Attainment of Transfer Students

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Overview of the Study



McCormick (2003): twelve new attendance patterns



Overview of the Study

■ Motivation:

- The trend of multi-institutional attendance patterns has arisen, however the prevailing theories and models of persistence and degree completion still center on students in original institutions (Tinto, 2003).

■ Importance:

- A bachelor's degree for students to enter workforce
- Performance-funding for institutions
- Transfer access to success



Does a New School Hurt? Bachelor's Degree Attainment of Transfer Students

Research Question: how do educational pathways influence the bachelor's degree attainment among staying student, stopout students, and transfer students?



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Focal groups: students who are originally enrolled in public and private four-year institutions; and transfer students who transfer to other public and private four-year institutions



Related Literature: Reasons to leave or transfer

Reasons from individual level

- Reason 1: simply not match
- Reason 2: academic performance
 - College GPAs
 - Pre-college record
- Reason 3: financial concern
 - Tuition and fees
 - Financial assistance
- Reason 4: other personal preference



Related Literature: Reasons to leave or transfer

Reasons from institutional level

- Institutional type (public/private)
- Size
- Selectivity
- Location



Degree attainment among students who attend more than one institution

Institutional research

- Persistence and graduation within six years of **transfers** are **consistently lower** than native students (University of Missouri System, Eimers & Mullen, 1997; Mullen & Eimers, 2002; Saupe & Long, 1996).
- **Transfers** appear to be **1-9% less likely** to persist within one year, **2-8% less likely** to graduate within six years (University of Maryland, Porter, 1999).

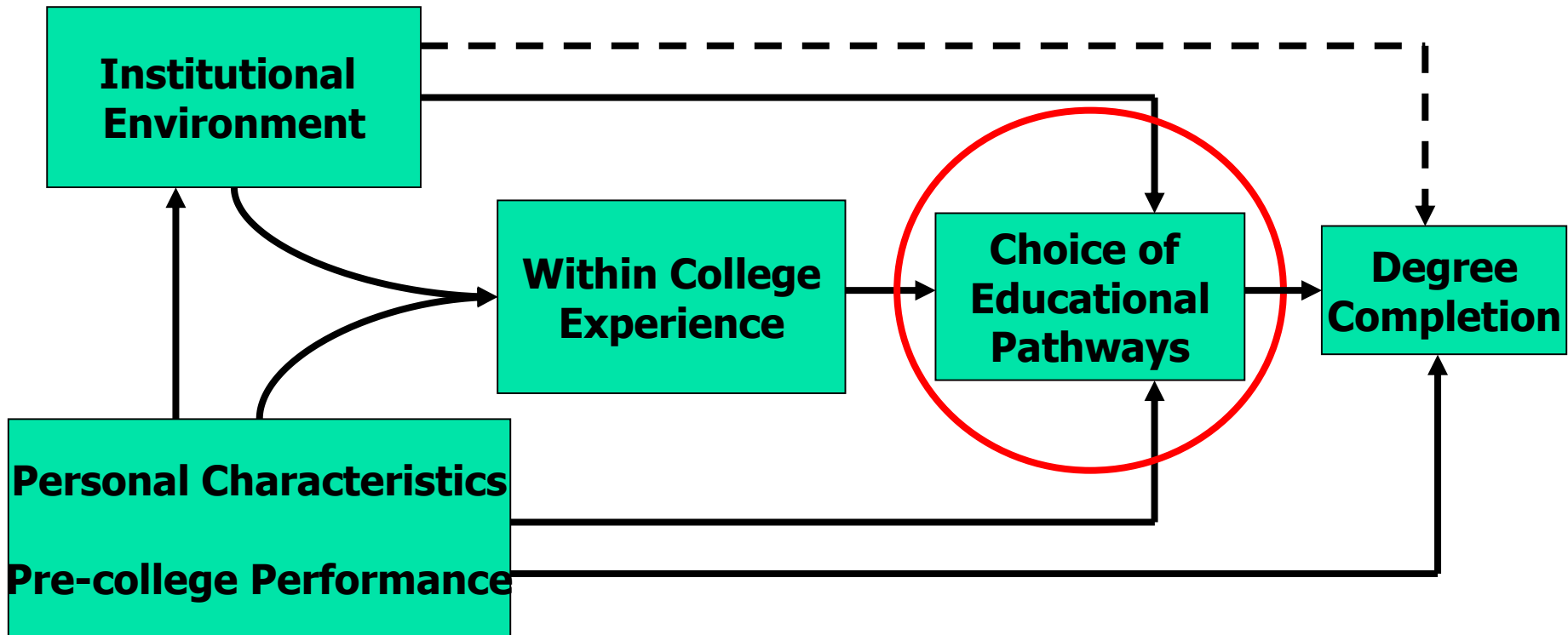


Degree attainment among students who attend more than one institution

National research

- Adelman (1999, 2006) found students who attended more than one school and **did not return** to original schools were **less likely to complete** the bachelor's degree than transfers who did.
- Rab (2004) concluded that multi-institutional attendance patterns were **less efficient** educational path in terms of degree completion.

Conceptual Framework





Limitations of Prior Literature

- Sample selection restrictions
 - included students who ever attended a four-year institutions
 - defined transfer according to graduation or earned credits

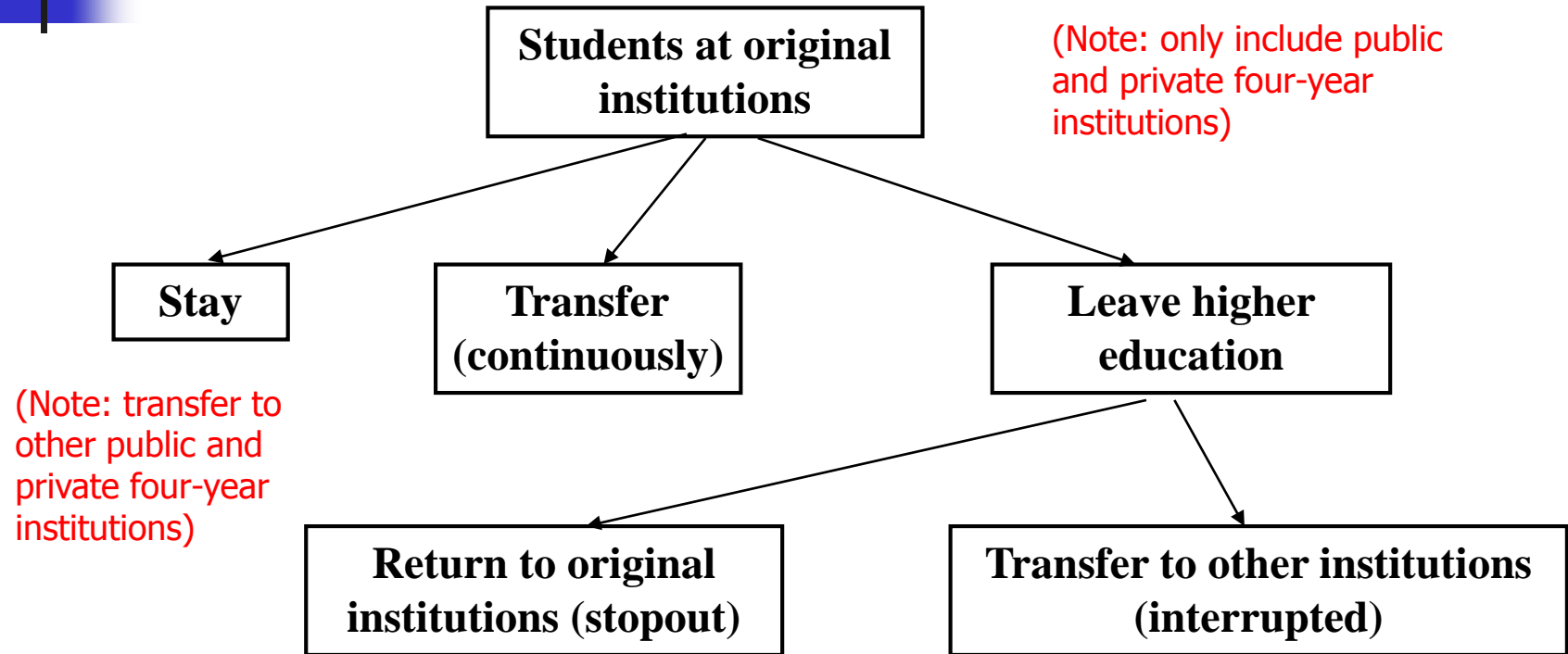
- Self-selection bias in prior literature



Improvement in the current paper

- Define comparison groups by educational pathways students follow
 - Staying students
 - Transfers
 - Stopout students
- Not consider two-year colleges and for-profit institutions
- Correct the self-selection bias in prior research by using Heckman's two-step model

Educational Pathways





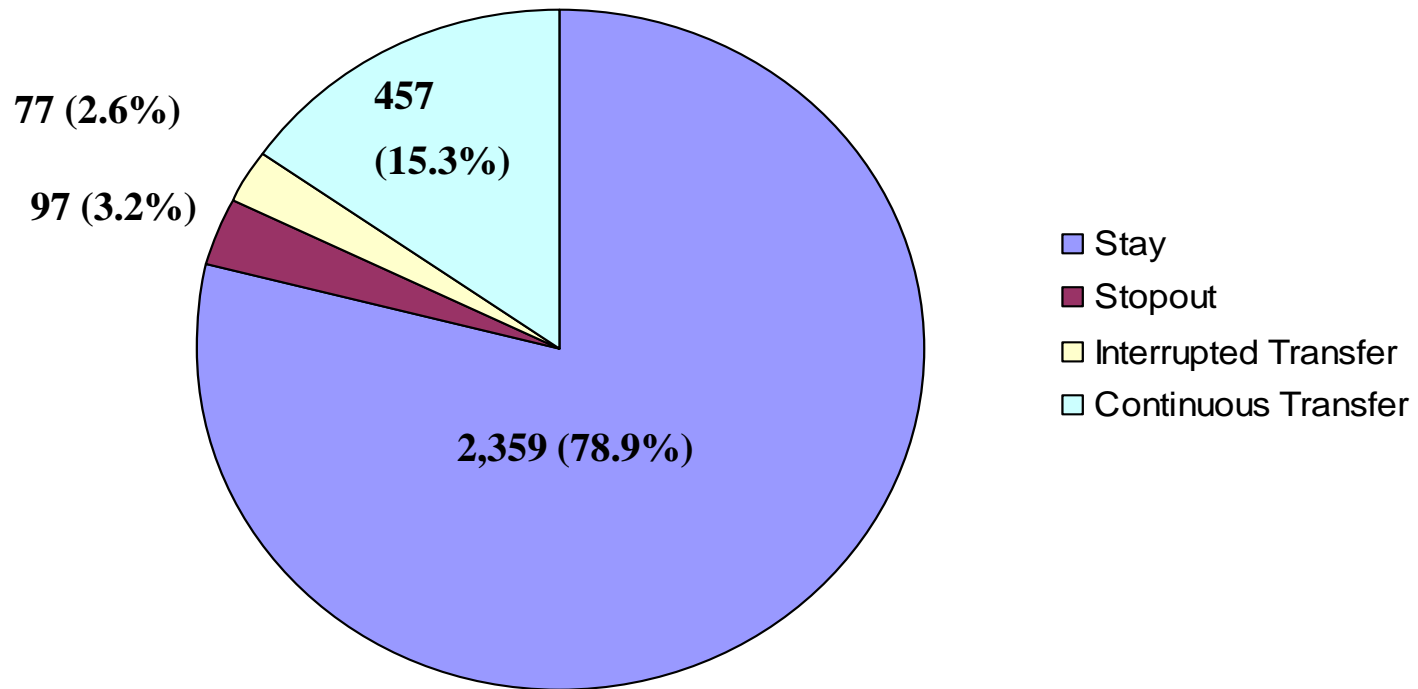
Data

- Beginning Postsecondary Students Longitudinal Study (**BPS: 96/01**) & Integrated Postsecondary Education Data System (**IPEDs**) of 1995
- 2,990 students from 366 institutions



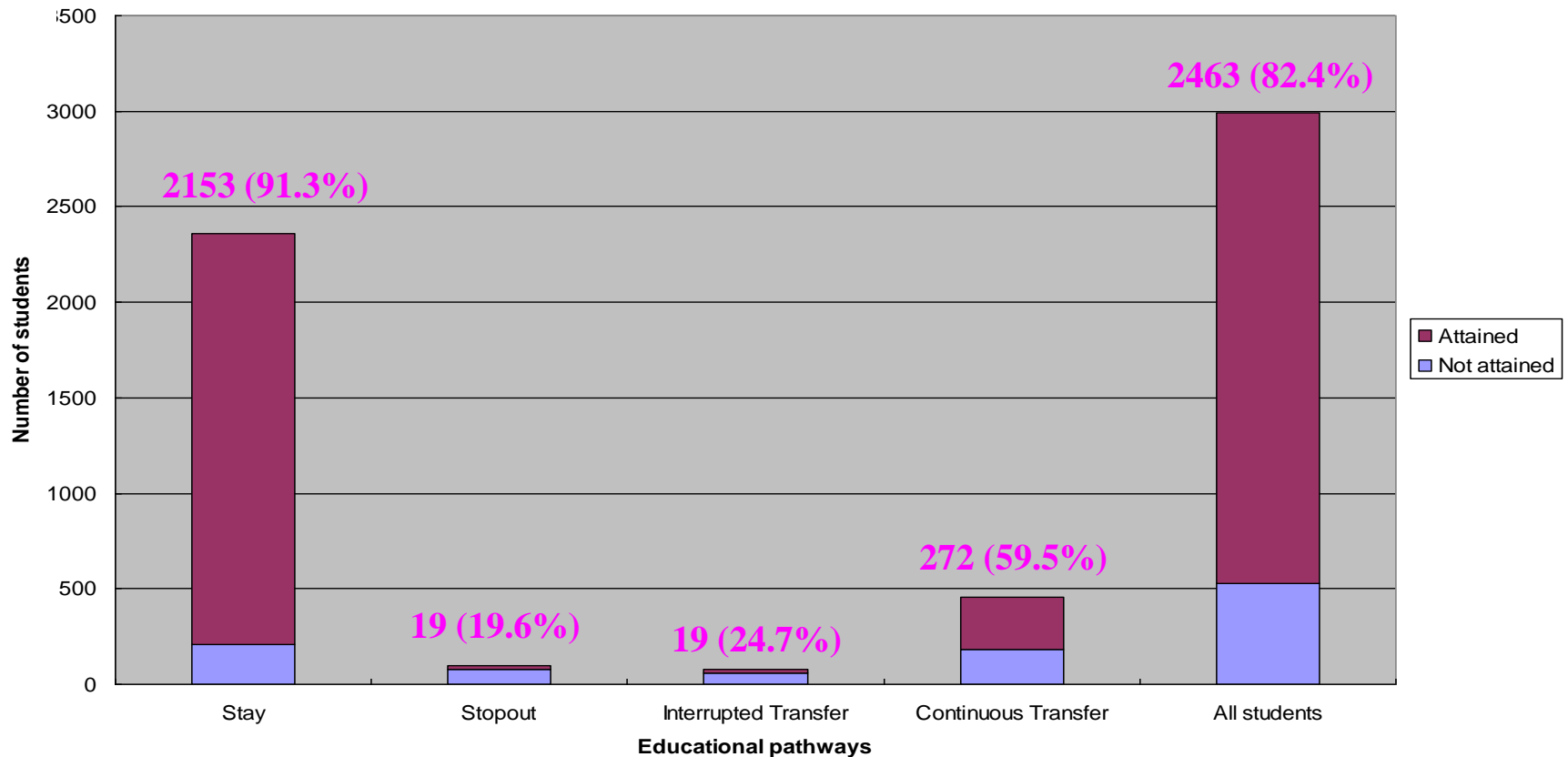
Sample description: student groups

Numbers and percentages of students by educational pathways



Sample description: degree attainment

Degree attainment by educational pathways



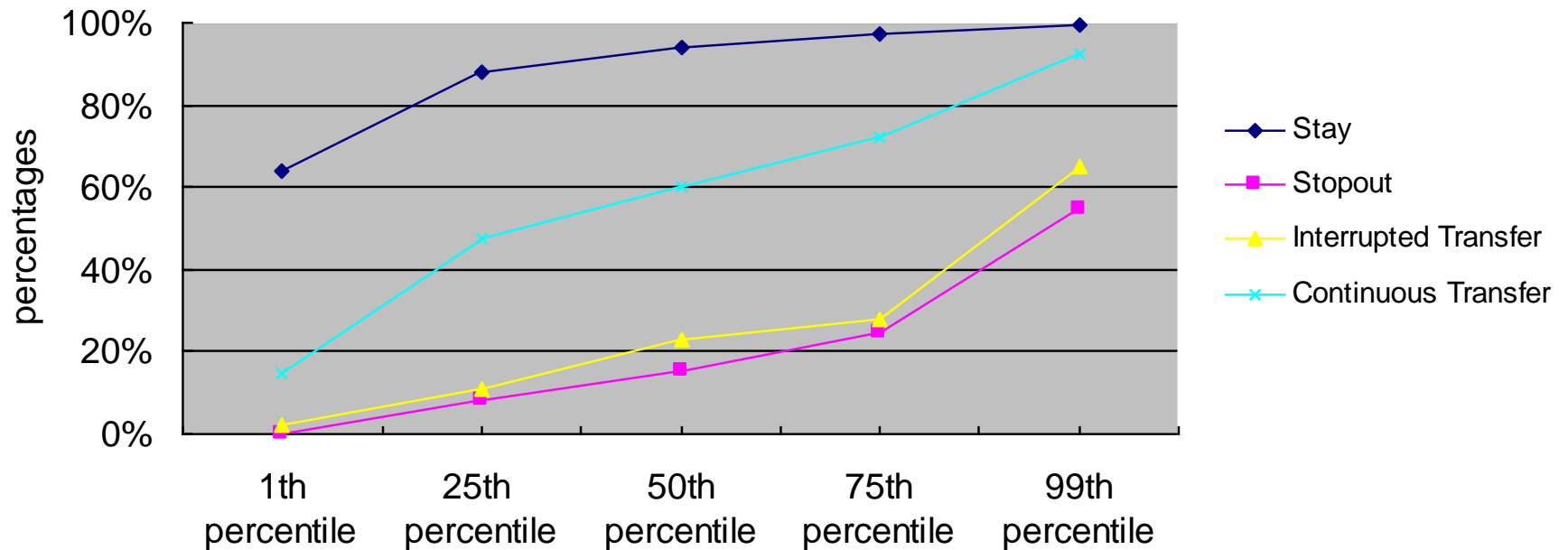


Results: educational pathways (delta-p shown)

- Omitted group = Staying students
 - Stopout students: $-0.711 (0.046) ***$
 - Continuous transfers: $-0.334 (0.037) ***$
 - Interrupted transfers: $-0.721 (0.056) ***$

Predicted probability by educational pathways

The predicted probability of bachelor's degree attainment by educational pathways





Results: other significant variables (delta-p shown)

- Male: $-0.04 (0.02)$ **
- Hispanic: $-0.08 (0.04)$ ***
- GPA in last academic term: $0.06 (0.01)$ ***
- School size: $-0.001 (0.0001)$ **
- Mills: $-0.771 (0.37)$ **



Implications

- **Implications to institutional administrators:**
 - Encourage students to remain in original institutions by improving their commitment through social and academic integrations (Strauss & Volkwein, 2004)
 - Pay more attention to transfer students, especially male and minority transfers, and help them integrate to environments of destination institutions



Implications

■ Policy implications

- Transfer among four-year institutions should be included into performance goals and measures (Rab, 2004)
- Develop baseline information for transfer performance and forge credit transfer agreement on statewide transfer (Wellman, 2002)



Thank you very much!

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