

Four-Year Institution Transfer Student Success and Equity Basic Dataset Details

| Measure Name | Measure Description | Recommended Disaggregation* | | | | | First-time-in-college (FTIC) comparison | Suggested Derivative or Compound Analyses | Notes |
|--|--|-----------------------------|----------------------|-------------|----------------------------|---------------------|---|---|---|
| | | Demographics | Enrollment Intensity | Award Level | Program/Major ^A | Sending Institution | | | |
| Annual entering community college transfer-in cohort | Count of new students enrolled at the four-year institution as of the fall survey date who transferred in from a two-year institution | ✓ | ✓ | ✓ | ✓ | ✓ | | Top five sending institutions ^B by two-year transfer student enrollment. Two-year transfer enrollment as a proportion of entering class (first-year + transfer) | The transfer-in cohort will be the denominator for future indicators such as the transfer student retention rate and graduation rates. We recommend counting all students who transferred in from a community college, including those who attended multiple institutions before enrolling at the four-year institution. |
| Total annual community college transfer enrollment | Count of the total number of new and continuing students enrolled at the four-year institution as of the fall survey date who transferred in from a two-year institution | ✓ | ✓ | ✓ | ✓ | ✓ | | Proportion of total enrollment made up of students who transferred from two-year institutions | Some institutions may consider reporting equivalent measures for spring- or summer-start students. |
| Fall-to-fall transfer student retention rate | The proportion of students in a community college transfer-in cohort who were still enrolled the following fall | ✓ | | ✓ | ✓ | ✓ | A direct comparison would be the persistence rates of transfer and FTIC students after achieving junior status. | | Some institutions may consider fall-to-spring or other retention metrics that include sizeable populations of non-fall start transfer students. |
| Community college transfer-in cohort GPA | Average cumulative GPA of two-year transfer students over time (e.g., at enrollment, after first term, first-year, and at graduation) | ✓ | | ✓ | ✓ | ✓ | | | When combined with program-level disaggregation, four-year institutions can work in partnership with two-year schools to align curricula where transfer student performance could improve. |

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| | | Demographics | Enrollment Intensity | Award Level | Program/Major ^A | Sending Institution | | | |
| Community college transfer-in cohort bachelor's completion over time | The proportion of students in a community college transfer-in cohort who complete a bachelor's degree within two, three, four, and more than four years of entry | ✓ | | ✓ | ✓ | ✓ | A direct comparison would be the graduation rates of transfer and FTIC students after achieving junior status. | Top five sending institutions by graduation rate | |
| Average total credits earned, baccalaureate completers | Average total credits to degree for bachelor's degree graduates in a given academic year who were community college transfer students | ✓ | | ✓ | ✓ | ✓ | ✓ | Average credits earned at the four-year institution only, baccalaureate completers | This measure requires combining the credits earned at the four-year institution with credits transferred in. To assess progression, some institutions may also calculate average terms to graduation. |
| Bachelor's degrees awarded to transfer students | The count and proportion of the institution's bachelor's degree graduates in a given academic year who were community college transfer students | ✓ | | ✓ | ✓ | ✓ | | | The count or proportion of bachelor's degrees awarded each year as a result of transfer can be a powerful measure to share with local leaders, industry partners, trustees, faculty and administrators that signals the impact of transfer on the institutional mission. |

* Recommended Disaggregation (full description):

1. Demographics (race/ethnicity, Pell-eligibility, age, first-generation status, etc.),
2. Enrollment Intensity (full-time, part-time),
3. Program/Major (e.g., Engineering, Associate of Transfer Arts or Science, Applied Associate),
4. Award Level (Associate Degree completion vs. non completion),
5. Destination Institution.

When possible, institutions should explore where cross tabulation may be informative (for example, transfer enrollment by program disaggregated by race/ethnicity).

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- ^A At many community colleges, transfer degree programs are generic, focusing on general education courses without differentiating pathways to different majors. For these analyses to inform equity reforms and curricular alignment, colleges need to evaluate more specific programmatic pathways within general associate degrees. We recommend conducting these analyses at increasing levels of specificity, starting with broader categories of awards/associate degrees (such as AA, AS, AAS, Direct Transfer Agreements/Associate Degrees for Transfer), and moving toward evaluating areas of study (such as Social Sciences or Life Sciences) and, ideally, even more specific majors (such as early childhood education or biology) within those degrees.
- ^B We recommend that institutions create business rules to identify sending institutions consistently. For instance, some students may transfer from a community college but may have earned most of their credits at a different community college. As a starting point, we recommend defining the “sending institution” as the last community college at which the student was enrolled.