

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

Measure Name	Measure Description	Recommended Disaggregation*					Suggested Derivative or Compound Analyses	Notes
		Demographics	Enrollment Intensity	Program/Major ^A	Award Level	Destination Institution		
Bachelor's intent	The count and proportion of students in the degree-seeking, first-time-in-college entering cohort ^B who self-report an interest in attaining a bachelor's degree	✓	✓	✓				<p>In addition to providing important and early student-level information to advisors, data on bachelor's intent, especially when disaggregated by demographics, can be used to make the case to four-year partners that transfer from community college can support enrollment, diversity, and equity goals.</p> <p>Students can self-report bachelor's intent through the application process. An alternative to self-reported data is enrollment in a transfer-oriented degree or course taking pattern. The advantage to self-reported bachelor's intent is that it does not exclude students who enroll in degrees that are not oriented toward transfer.</p>
College-level math and English completion	The count and proportion of the entering cohort who receive a passing and transferrable grade in college-level math and English by the end of their first year of community college	✓	✓	✓			<p>Transfer-out and bachelor's completion by math/English course completion</p>	<p>Course completion should be reported for math only, English only, and math and English in combination.</p> <p>Most four-year institutions will only allow students to transfer courses with a C grade or higher. We recommend counting students who receive a passing and transferrable grade in a college-level math and/or English course by the end of their first year.</p> <p>Two-year institutions may need to determine if there is divergence between what they and their four-year partners consider "college-level," what each considers a passing grade, and the implications those differences may have for the course being an indicator of transfer success.</p>
Vertical transfer-out	The count and proportion of students in the entering cohort that transferred ^C to a four-year institution within two, three, and up to six years from community college entry	✓	✓	✓		✓	<p>Top five destination four-year institutions by transfer students enrolled from the two-year institution</p>	<p>Six-year transfer-out data are available through the NSC.</p> <p>The proportion or rate of transfer should be calculated based on a denominator that includes all entering degree-seeking students, not just the students who indicate bachelor's intent upon entry. This approach casts a wide net to include all students who may aspire to a bachelor's degree that static indicators of bachelor's intent may not fully capture.</p>

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		Demographics	Enrollment Intensity	Program/Major ^A	Award Level	Destination Institution		
Associate degree completion prior to transfer	The count and proportion of students who transferred within two, three, and six years who also earned an associate degree before transferring	✓	✓	✓	✓	✓	Top five destination four-year institutions by transfer students with associate degrees who enrolled from the two-year institution	Evidence shows that students who complete their associate degree before transferring are more likely to attain a bachelor's degree.
Average total credits earned prior to transfer	The average total credits earned at the two-year institution by students who transferred to a four-year institution in a given academic year	✓	✓	✓	✓	✓		<p>Credit accumulation totals at the point of transfer, especially when disaggregated by award level, allow community colleges to assess efficiency and cost to transfer students.</p> <p>We recommend including developmental/non-college-level education credits in the count to get a more accurate picture of the duration and cost of enrollment, and breaking down the credits by college- vs. non-college level when possible. As an alternative, community colleges might also consider comparing the number of college-level credits earned to all credits attempted for transfer students.</p> <p>Community colleges that enroll large numbers of students with prior International Baccalaureate® (IB) or Advanced Placement (AP) courses may need to consider additional analyses that specify credit origin.</p>
Transfer-out bachelor's completion	The count and proportion of four-year transfer students who completed a bachelor's degree within six years of starting at the community college	✓	✓	✓	✓	✓	Top five destination institutions by bachelor's completion rate	<p>This measure evaluates whether students complete bachelor's degrees after transferring from community college.</p> <p>Six-year bachelor's completion data are available through the NSC.</p>
Community college cohort bachelor's completion	The count and proportion of degree-seeking students in the entering cohort that completed a bachelor's degree at any four-year institution within six years of starting at the community college	✓	✓	✓	✓			This compound measure evaluates bachelor's completion across the full entering community college cohort. Using bachelor's intent as a baseline, it gives a sense of how effective transfer efforts are at supporting students in attaining their goals.

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* *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).

^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 *For the purposes of this guide, we adapt the Jenkins and Fink (2017) definition of the entering cohort to include degree-seeking, first-time-in-college (FTIC) students who started at the college in a given academic year (as opposed to a fall start), including part-time students but excluding current and prior high school dual enrollment students. In the absence of more reliable institutional data on students' degree intentions, we recommend the paper's definition of degree-seeking students as those who "meet either of the following two conditions:*

1. *They enrolled full-time for at least one term within 12 months of starting or*
2. *they enrolled at least half-time for any two terms within 18 months of starting postsecondary."* We also strongly recommend conducting a distinct analysis of Dual Enrollment student outcomes, as reflected in the "Advanced Measures" section.

^C *Jenkins and Fink (2017) counted a community college student as having transferred if they ever enrolled at a four-year institution for at least one term during a given tracking period.*