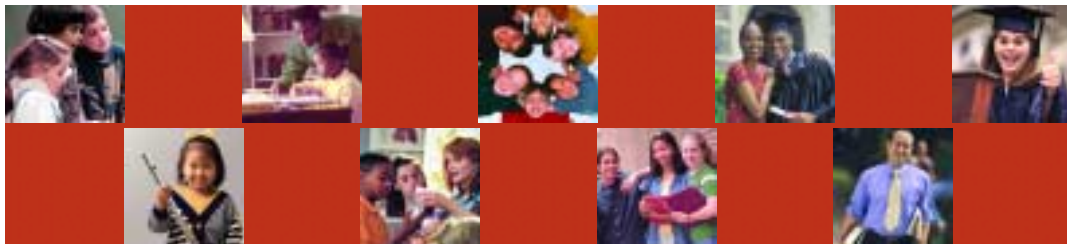


# the condition of education 2003



## INDICATOR 19

# Transfers from Community Colleges to 4-Year Institutions

The indicator and corresponding tables are taken directly from *The Condition of Education 2003*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2003*, visit the NCES web site (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003067>) or contact ED PUBs at 1-877-4ED-PUBS.

**Suggested Citation:**

U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2003*, NCES 2003-067, Washington, DC: U.S. Government Printing Office, 2003.

# Postsecondary Persistence and Progress

## Transfers From Community Colleges to 4-Year Institutions

One-half of the undergraduates who start at a public 2-year institution with the intention of obtaining a bachelor's degree and about one-fourth of those who start with an associate's degree goal transfer to a 4-year institution within 6 years.

Community colleges offer courses for credit that students can transfer to a 4-year institution, with or without first completing an associate's degree. Many states and institutions have developed articulation policies to facilitate such transfers (Wellman 2002).

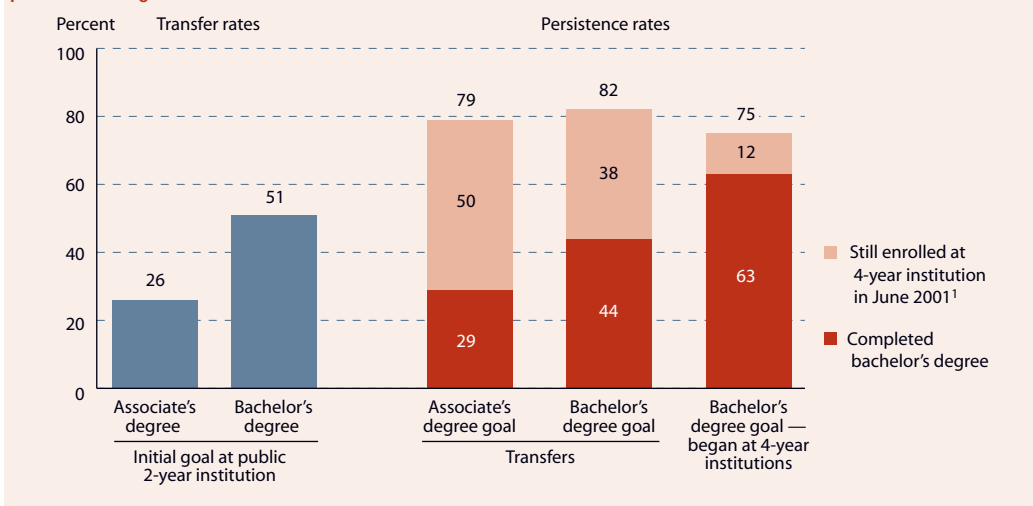
Students who start their postsecondary education at community colleges have diverse degree goals. About one-fourth of the students who began at a public 2-year institution at some time during the 1995–96 academic year said that they intended to transfer to a 4-year institution and complete a bachelor's degree, and about one-half said that they were working on an associate's degree (see supplemental table 19-1).

The transfer rates of community college students are related to their initial degree goals. About one-half (51 percent) of the students who intended to obtain a bachelor's degree transferred to a 4-year college, compared with about one-fourth (26 percent) of those who initially sought an associate's degree. Among students with an initial associate's or bachelor's degree goal, characteristics associated with higher transfer rates include enrolling in a community college in the same year as high

school graduation, always attending full time, or having a parent with a bachelor's or higher degree. Students who began with a bachelor's degree goal were less likely to complete an associate's degree before transferring than transfer students who started with an associate's degree goal (19 vs. 51 percent) (see supplemental table 19-1).

Among the students who started at a community college in 1995–96 and then transferred, about 80 percent had either completed a bachelor's degree or were still enrolled at a 4-year institution about 6 years later. Such transfer students were more likely to complete a bachelor's degree within 6 years if they initially had a bachelor's degree goal instead of an associate's degree goal (44 vs. 29 percent) and if they always attended full time (52 vs. 28 percent if not always full time). Compared with the transfers from public 2-year institutions, students with a bachelor's degree goal who started at 4-year institutions were more likely to complete a bachelor's degree in 6 years (63 vs. 44 percent) and were less likely to be still enrolled at a 4-year institution (12 vs. 38 percent) (see also *indicator 20*).

**COMMUNITY COLLEGE TRANSFERS: Percentage of students beginning at public 2-year institutions in 1995–96 who transferred to a 4-year institution by initial degree goal, and percentage of transfers and students who began at 4-year institutions who persisted through June 2001**



<sup>1</sup>Enrolled at a 4-year institution without a bachelor's degree in June 2001.

NOTE: Excludes the 11 percent of beginning students with a certificate goal and 16 percent with no expressed goal. "Transfers" include those who transferred to a different 2-year institution before transferring to a 4-year institution.

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

FOR MORE INFORMATION:

Supplemental Notes 1, 3, 8  
Supplemental Table 19-1

NCES 97–266

NCES 2001–197

NCES 2003–151

Wellman 2002



## Transfers From Community Colleges to 4-Year Institutions

**Table 19-1.** Percentage distribution of students beginning at public 2-year institutions in 1995–96 by initial degree goal and student characteristics, percentage who transferred to a 4-year institution, percentage of transfers who completed an associate's degree first, and percentage of transfers who persisted through June 2001

Student characteristics	Percentage distribution of beginning students	Percentage who transferred to a 4-year institution	Percentage of transfers to 4-year institutions who completed an associate's degree first	Percentage of transfers to 4-year institutions who persisted to a bachelor's degree		
				Total	Completed degree	Still enrolled <sup>1</sup>
<b>Total</b>	<b>100.0</b>	<b>28.9</b>	<b>33.3</b>	<b>78.9</b>	<b>34.7</b>	<b>44.3</b>
All beginning students						
Initial degree goal in 1995–96						
Bachelor's degree	24.8	50.8	18.8	82.3	44.0	38.3
Associate's degree	48.9	26.5	50.6	78.6	29.1	49.5
Certificate <sup>†</sup>	10.8	1.0	‡	‡	‡	‡
No degree <sup>†</sup>	15.6	21.1	19.4	72.8	27.6	45.2
<b>Beginning students with associate's or bachelor's degree goals</b>						
<b>Total</b>	<b>100.0</b>	<b>34.6</b>	<b>34.9</b>	<b>80.4</b>	<b>36.4</b>	<b>44.0</b>
Initial degree goal in 1995–96						
Bachelor's degree	33.6	50.8	18.8	82.3	44.0	38.3
Associate's degree	66.4	26.5	50.6	78.6	29.1	49.5
Enrollment after high school graduation						
Started college the same year	60.7	43.4	35.0	79.6	39.6	40.1
Delayed starting college	39.4	21.9	36.9	81.6	29.2	52.4
Attendance pattern through 2001 <sup>2</sup>						
Always attended full time	28.3	44.6	41.7	78.9	52.0	26.9
Did not always attend full time	71.7	30.7	31.0	81.3	27.5	53.8
Parents' education						
Bachelor's degree or higher	31.1	52.5	29.5	84.3	38.8	45.5
No bachelor's degree	68.9	27.6	40.5	76.6	31.5	45.1
Sex						
Male	49.3	41.2	32.3	78.0	30.1	47.9
Female	50.7	28.3	38.5	83.8	45.3	38.5
Dependency						
Independent	27.6	18.7	24.6	85.3	29.9	55.4
Dependent	72.4	41.3	36.8	79.9	37.7	42.2
Family income of dependent students						
Low quartile	28.7	35.3	46.1	77.9	25.9	52.0
Middle quartiles	50.1	41.3	36.7	79.2	37.7	41.6
High quartile	21.2	49.7	28.0	83.1	49.2	33.9

<sup>1</sup>Interpret data with caution (estimates are unstable).

<sup>†</sup>Reporting standards not met (too few cases).

<sup>‡</sup>Enrolled at a 4-year institution without a bachelor's degree in June 2001.

<sup>2</sup>Only students who reported attending full time during all the months in which they were enrolled are categorized as always attending full time. Students who did not always attend full time include students who always attended part time or who attended a mixture of full and part time.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

## Transfers From Community Colleges to 4-Year Institutions

Table S19. Standard errors for the percentage of students beginning at public 2-year institutions in 1995–96 who transferred to a 4-year institution by initial degree goal, and percentage of transfers and students who began at 4-year institutions who persisted through June 2001

Initial goal	Transfer rates		
	Associate's degree	Bachelor's degree	
Initial goal at public 2-year institution	2.3	3.9	
Enrollment status	Persistence rates		
	Transfers		Began at 4-year institutions
	Associate's degree goal	Bachelor's degree goal	Bachelor's degree goal
	Total	4.2	3.5
Still enrolled at 4-year institution in June 2001	4.6	4.8	0.6
Completed bachelor's degree	4.3	4.8	1.2

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

## Transfers From Community Colleges to 4-Year Institutions

Table S19-1. Standard errors for the percentage distribution of students beginning at public 2-year institutions in 1995–96 by initial degree goal and student characteristics, percentage who transferred to a 4-year institution, percentage of transfers who completed an associate's degree first, and percentage of transfers who persisted through June 2001

Student characteristics	Percentage distribution of beginning students	Percentage who transferred to a 4-year institution	Percentage of transfers to 4-year institutions who completed an associate's degree first	Percentage of transfers to 4-year institutions who persisted to a bachelor's degree		
				Total	Persistence status	
					Completed degree	Still enrolled
<b>Total</b>	†	1.75	3.17	2.58	3.07	3.19
All beginning students						
Initial degree goal in 1995–96						
Bachelor's degree	1.84	3.86	3.77	3.47	4.82	4.76
Associate's degree	2.08	2.27	4.71	4.16	4.31	4.55
Certificate	1.36	0.71	‡	‡	‡	‡
No degree	1.23	4.12	9.24	10.10	9.24	10.03
<b>Total</b>	†	2.13	3.38	2.77	3.49	3.48
Beginning students with associate's or bachelor's degree goals						
Initial degree goal in 1995–96						
Bachelor's degree	2.23	3.95	3.83	3.46	4.93	4.88
Associate's degree	2.23	2.26	4.64	4.23	4.35	4.64
Enrollment after high school graduation						
Started college the same year	2.16	2.81	3.72	3.24	3.78	3.47
Delayed starting college	2.16	2.89	7.45	5.06	6.93	7.29
Attendance pattern through 2001						
Always attended full time	2.17	4.18	6.29	4.84	6.05	5.21
Did not always attend full time	2.17	2.27	4.04	3.73	4.30	4.66
Parents' education						
Bachelor's degree or higher	2.10	4.05	5.64	4.94	5.99	5.96
No bachelor's degree	2.10	2.48	4.09	3.69	4.12	4.88
Sex						
Male	2.20	3.49	4.43	4.40	4.74	5.12
Female	2.20	2.59	4.81	3.23	4.81	5.29
Dependency						
Independent	2.14	3.16	6.80	5.67	7.60	8.14
Dependent	2.14	2.68	3.81	3.19	3.84	3.58
Family income of dependent students						
Low quartile	2.46	4.50	7.59	5.85	6.96	7.91
Middle quartiles	2.34	3.88	5.43	4.39	4.95	4.32
High quartile	2.00	5.14	7.35	6.23	7.11	6.85

†Not applicable.

‡Reporting standards not met (too few cases).

SOURCE: U.S. Department of Education, NCES, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).