



# Clark College Transfer Report

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OFFICE OF PLANNING  
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## Introduction

Approximately 40% of students at Clark College intend to transfer to a four-year institution. As such, an accurate measure of whether or not these students achieve this goal is imperative to the college achieving its goals and fulfilling its mission. In an attempt to make the results as accurate as possible, Planning and Effectiveness has defined as transfer-ready those students who graduated with Associate of Arts or Associate of Science degrees during 2008-09 (i.e. graduates), and those students who had a 2.0 cumulative college-level GPA, at least 45 college-level credits in the period from summer 2006 to spring 2007, who declared an intent to transfer and who did not attend Clark College during the 2009-10 academic year (transfer-ready leavers).

Planning and Effectiveness conducts a review of transfer students who left Clark College during the previous year annually. These students are tracked to determine factors that influence whether or not they transfer to a four-year institution in the next year.

## Methodology

Staff in Planning and Effectiveness selected all students who graduated with Associate of Arts or Associate of Science degrees during 2008-09, and those students who had a 2.0 cumulative college-level GPA, at least 45 college-level credits in the period from summer 2006 to spring 2009, who declared an intent to transfer and who did not attend Clark College during the 2009-10 academic year. Planning and Effectiveness then submitted the names and dates of birth for these students to the National Student Clearinghouse, which returned enrollment records for the students.

Planning and Effectiveness then matched the enrollment records with student demographic data, and performed a logistic regression to determine which demographic factors most influence a student's likelihood to transfer.

## Results

Overall, 56.8% of transfer-ready students who left Clark College during the 2008-09 academic year transferred to a four-year university within one year of leaving Clark College. This is similar to the 2007-08 academic year, when 56.6% transferred to four-year universities within

one year. These students can be divided into two groups: graduates and transfer-ready leavers. There was a statistically significant difference in the percentage of graduates who transferred (65%) and the percentage of transfer-ready leavers who transferred (47%;  $t=7.226$ ,  $p<0.001$ ). After controlling for number of college-level mathematics credits successfully completed, graduates were 1.75 times more likely to transfer than transfer-ready leavers were ( $p<0.001$ ).

Number of college-level math credits students successfully completed was particularly important. Students who had successfully completed only 5 college-level math credits (typically, a single math class) were 1.3 times more likely to transfer than students who had taken no credits. Students with 15 college-level math credits were 1.7 times more likely to transfer within a year than students who had only 5 credits, and 2.3 times more likely to transfer than students without any college-level math credits ( $p<0.001$ ).

Initial investigation showed a statistically significant relationship between sex and likelihood of transfer, with males being 1.2 times more likely to transfer than females. However, this relationship disappeared when the researchers controlled for number of successfully completed math credits. This implies that the relationship between sex and likelihood of transfer is due to the fact that males had an average of 9.4 college-level math credits, and females had an average of 5.9 college-level math credits. This difference is statistically significant ( $t=8.06$ ,  $p<0.001$ ).

Additionally, certain specific student characteristics increased the odds that students transferred:

- Students who did not start their college careers at Clark College (i.e. nonnative students) were 2.4 times more likely to transfer than those who began their college career at Clark College (i.e. native,  $p<0.001$ ).
- Running Start students were 1.3 times more likely to transfer than other students ( $p<.05$ ).
- Students who were under age 25 were 1.3 times more likely to transfer than other students.
- No statistically significant relationship existed between race and transfer rate, or disability and transfer rate.