Researching the Impact of Transfer Degrees in Community Colleges.

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Overview of the STAR Act

- Title V (Code of Regulations)
- Title III (California Law for Postsecondary Education)
- The STAR Act is Title III Legislation.
Research Methodology

• Within Subject ANCOVA
• Pre and Post Trend Analysis
• Institutional Theory Framework
Definition of Institutional Demographics

Institutional Demographics (ID) are categories that contextualize the internal and external perception of a college. IDs relies on more than just student demographics and achievement metrics. IDs take into consideration the views of external influencers (e.g., state representatives, local industries, community perceptions, education partners) and/or internal influencers (e.g., Chancellors Office, students, faculty, classified staff). Using IDs connects qualitative and quantitative measure of institutional effectiveness.
Institutional Demographics

- College Size (FTES apportionments)
- Regional Location (defined by CCCCCO)
- Median County Income (California Franchise Tax Board)
- Number of Associate Degrees for Transfer Offered.

- WAIT?!?!?!! Why not use student demographics???

Are we the products of our environment??
Where can we get the most data for category comparisons???
Data Sources

DataMart  CSU Analytic Studies  CA Franchise Tax Board
Program Awards Significant Results

<table>
<thead>
<tr>
<th>IV</th>
<th>MS</th>
<th>df</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Regional Location</td>
<td>2,478,967</td>
<td>3</td>
<td>2.62</td>
<td>.05</td>
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<tr>
<td>College Size</td>
<td>5,671,374</td>
<td>2</td>
<td>6.29</td>
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## CSU Transfer Significant Results

<table>
<thead>
<tr>
<th>IV</th>
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<tbody>
<tr>
<td>College Size</td>
<td>753,280</td>
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<td>14.58</td>
<td>.00</td>
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<tr>
<td>Median Income Category</td>
<td>281,258</td>
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<tr>
<td>College Regional Location</td>
<td>386,093</td>
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</table>
# Impact of STAR Act on Completion & Transfer

## Independent Variables

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<th>Institutional Theory</th>
<th>Null Hypothesis</th>
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<tbody>
<tr>
<td></td>
<td>Normative</td>
<td>Coercive</td>
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<tr>
<td><strong>Regional Location</strong></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Median County Income</strong></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>College Size</strong></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>AD-Ts Offered</strong></td>
<td>(-)</td>
<td>(-)</td>
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</table>
Activity

• Groups of 5-8
• Create 3-5 Institutional Demographics. Determine if the ID is related to internal or external influencers.
• What performance expectations are associated with these demographics?
• What data sources provide data on these expectations?
Recommendations for Institutional Studies
Session Outcome 1

• How to use public data sources for evaluating the effectiveness and impact of state mandated programs on regional or statewide outcomes.
Session Outcome 2

• Develop strategies for categorizing institutions for quantitative research.
Session Outcome 3

• Provide a quantitative methodology that can be replicated for determining the local and regional impact of campus programs.
Session Outcome 4

• Identify potential external factors that influence student success and institutional effectiveness.
Dialogue

How can the findings and methodology be used for planning and research effectiveness at individual campuses?