Research Spotlight

**First-Generation Students: Factors Predicting Intent to Transfer**
Curricular Alignment or Degree Pathways, Special Populations

The purpose of the study is twofold: 1) to utilize a national dataset to investigate the experience of FGCCS; and 2) to test a recently established hypothetical conceptual model of factors that relate to the odds of FGCCS goal to transfer to a four-year university with a focus on Black and Hispanic/Latino(a) students.

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First Generation Students: Factors Predicting Intent to Transfer

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Presentation at the 2021 National Institute for the Study of Transfer Students
February 23-25, 2021
Problem

• Abundance of research on FGCS, but limited utilizing CCSSE to study them
• Limited research of transfer aspirations by race/ethnicity (Wood & Palmer, 2016)
• Estimated half of community college students are first-generation (Choy, 2001; NCES, 2015)
• First-generation college students don’t persist or graduate at the rate as non-first-generation students (Pascarella, Pierson, Wolniak, & Terenzini, 2004)
• Benchmarks have been placed into question (Nora, Crisp, & Matthews, 2011; Angell, 2009)
## Literature Review

### Demographic Data
- Redford, Mulvaney-Hoyer, 2017; Pascarella, et al., 2004; Bui, 2002

### Pre-Enrollment Characteristics
- Pena, 2013; Pascarella, et al., 2004; Bui, 2002

### Challenges while Enrolled

### College Success

### Frameworks
- Social Capital, Social-Learning, Resiliency, Multiple Identity, Family Capital, Self-Efficacy, Socio-Ecological; Transfer Student Capital, others

### Intent to Transfer of Black Males
- Wood & Palmer, 2016

### Determinants of Faculty-Student Engagement in Black Males
- Wood, Ireland, & Mei-Yen, 2014; Wood & Ireland, 2016

### Educational Expectations and Progress – Socialization Matter?
- Wang, 2016

### Reconceptualization of CCSSE Benchmarks of Student Engagement
- Nora, Crisp, & Matthews, 2011; Angell, 2009
CCSSE Benchmarks

- Active and Collaborative Learning
- Student Effort
- Academic Challenges
- Student-Faculty Interaction
- Support for Learners
Purpose

• Utilize a national dataset to investigate the experiences of first-generation community college students (FGCCS).

• Test a recently hypothesized conceptual model of factors that relate to the odds of FGCCS goal to transfer to a four-year university with a focus on Black and Hispanic/Latino(a) students.
Research Questions

• What are the background characteristics of first-generation community college students (FGCCS)?

• Among FGCCS, are there differences in behaviors among Hispanic, Black, and White students that are associated with the reported intention to transfer?
Theoretical Framework

• Transfer predisposition (Nora & Rendon, 1990; Wood & Harris, 2016)


• Transfer student capital (Laanan, Starobin, & Eggleston, 2010)

• Conceptual model of studying diverse transfer students and organizational context (Laanan & Jain, 2017)

• Reconceptualization of CCSSE’s benchmarks (Nora, Crisp & Matthews, 2011)
Conceptual Model of Studying Reason/Goal to Transfer to 4-Year College or University

- Enrollment & Finance
- New Engagement Scales
- College Culture and Emphasis
- Transfer Student Capital
- Support

Background characteristics

Reason/Goal to transfer to 4-year
Description of Conceptual Model of Studying Reason/Goal to Transfer to 4-Year College or University

Background Characteristics
- Sex
- Age
- English
- Kids
- Race: Black
- Race: Hispanic
- College
- Urbanicity
- College Size

Enrollment & College Finance
- Enrollment
- Developmental
- Total Credit Hours
- Overall GPA
- Finances
- Own savings
- Grants and scholarships
- Student loans

Support
- Support: friends
- Support: family
- Relationships with instructors
- Relationships with admin. Personnel
- Relationships with other students

Transfer Student Capital
- Academic advising
- Career counseling
- Peer or other tutoring
- Skills lab
- Transfer credit assistance

College Culture and Emphasis
- Encourage spend time studying
- Support to succeed in college
- Encourage contact among diverse students
- Help cope with non-academic responsibilities
- Support to thrive socially

New Engagement Scales
- Faculty Interaction
- Out-of-Class Learning
- Academic Quality
- Intercultural Dialogue
- Personal Development
- Academic Knowledge and Skills

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Methods

• Survey research design

• Community College Survey of Student Engagement (CCSSE)

• Dataset:
  – N=430,000+

• Sample (n=88,225):
  – First-Generation Status
  – Black, Hispanic, White students
  – Start at this college
  – Highest degree earned (< associate degree, bachelor+)
  – Delimited to domestic student (non-international)
Methods

- Community College Survey of Student Engagement
  - College experiences
  - How students spend their time
  - What students feel they have gained from their classes
  - Assessment of relationships and interactions with faculty, counselors, and peers
  - What kinds of work challenged to do
  - How students feel their college supports their learning
Methods

• Data Analysis

  – Descriptive statistics
    • Final sample: n=88,225
      – Black (n=12,500 or 14.2%)
      – Hispanic (n=27,717 or 31.4%)
      – White (n=48,008 or 54.4%)
  – Confirmatory Factor Analysis
  – Logistic Regression

  • DV: Your reason/goal for attending this college:
    – Transfer to a 4-year college or university
    – Coding: 0=Not a goal; 1=Secondary/Primary Goal
### Background Characteristics by Racial Identification (N=88,225)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Black (n=12,500)</th>
<th>White (n=48,008)</th>
<th>Hispanic (n=27,717)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Children</td>
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<tr>
<td>Yes</td>
<td>4322</td>
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<tr>
<td>No</td>
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<td>Age Group</td>
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<tr>
<td>18-19</td>
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<td>20-21</td>
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<td>1932</td>
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<tr>
<td>22-24</td>
<td>1328</td>
<td>10.9</td>
<td>1079</td>
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<tr>
<td>25-29</td>
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<td>7.1</td>
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<td>50-64</td>
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<td>18166</td>
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<tr>
<td>Female</td>
<td>7694</td>
<td>61.9</td>
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</table>
Q17c. Reason/Goal for attending this college

Goal to Transfer to 4-year

<table>
<thead>
<tr>
<th>Goal Type</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Not a Goal</td>
<td></td>
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<tr>
<td>Secondary Goal</td>
<td></td>
</tr>
<tr>
<td>Primary Goal</td>
<td></td>
</tr>
</tbody>
</table>

- **Black (n=2,133)**
- **White (n=9,551)**
- **Hispanic (n=5,147)**
Reconceptualized CCSSE Scales

<table>
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<tr>
<th>Construct</th>
<th>Scale</th>
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<tbody>
<tr>
<td>Faculty Interaction (#)</td>
<td>1=never, 2=sometimes, 3=often, 4=very often</td>
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<tr>
<td>Out-of-Class Learning (#)</td>
<td></td>
</tr>
<tr>
<td>Academic Quality (#)</td>
<td></td>
</tr>
<tr>
<td>Intercultural Dialogue (#)</td>
<td></td>
</tr>
<tr>
<td>Personal Development (*)</td>
<td>1=very little, 2=some, 3=quite a bit, 4=very much</td>
</tr>
<tr>
<td>Academic Knowledge and Skills (*)</td>
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</tbody>
</table>
# Reconceptualized CCSSE Scales

## Faculty Interaction
- Discussed grades or assignments
- Used email to communicate with an instructor
- Talked about career plans with an instructor or advisor
- Received prompt feedback (written or oral) from instructors on your performance
- Discussed ideas from your readings or classes with instructors outside of class
- Worked harder than you thought you could to meet an instructor’s standards or expectations

## Out-of-Class Learning
- Participated in a community-based project as part of a regular course
- Worked with instructors on activities other than coursework
- Tutored or taught other students (paid or voluntary)
- Worked with classmates outside of class to prepare class assignments

## Academic Quality
- Worked on a paper or project that required integrating ideas or information from various sources
- Prepared two or more drafts of a paper or assignment before turning it in
- Made a class presentation
# Reconceptualized CCSSE Factors

## Intercultural Dialogue
- Had serious conversations with students of a different race or ethnicity other than your own
- Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values

## Academic Knowledge and Skills
- Writing clearly and effectively
- Thinking critically and analytically
- Speaking clearly and effectively
- Solving numerical problems
- Acquiring a broad general education

## Personal Development
- Developing a personal code of values and ethics
- Understanding people of other racial and ethnic backgrounds
- Contributing to the welfare of other racial and ethnic backgrounds
- Understanding yourself

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Path Diagram, Factor Structure for Hypothetical Psychometric Scales
Block 7: Method = Enter

Omnibus Tests of Model Coefficients

<table>
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<tr>
<th></th>
<th>Chi-square</th>
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<th>Sig.</th>
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Model Summary

<table>
<thead>
<tr>
<th>Step</th>
<th>-2 Log likelihood</th>
<th>Cox &amp; Snell R Square</th>
<th>Nagelkerke R Square</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>65088.134</td>
<td>.145</td>
<td>.211</td>
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</table>

a. Estimation terminated at iteration number 5 because parameter estimates changed by less than .001.

Hosmer and Lemeshow Test

<table>
<thead>
<tr>
<th>Step</th>
<th>Chi-square</th>
<th>df</th>
<th>Sig.</th>
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<tbody>
<tr>
<td>1</td>
<td>17.139</td>
<td>8</td>
<td>.029</td>
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</table>
Statistically Significant Variables in the Final Model

### Background Characteristics
- Sex
- Age
- English
- Kids
- Race: Black
- Race: Hispanic
- College Urbanicity
- College size

### Transfer Student Capital
- Academic advising
- Career counseling
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Statistically significant positive
Statistically significant negative
Not Statistically significant

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Conclusions

- Exploratory study of FGCCS goal to transfer to a 4-year college
- Reconceptualize the framework
- Test a hypothetical model
- Some results that were consistent with literature, while others were surprising
- 4 of 6 reconceptualized factors were statistically significant
Implications for Practice

• Faculty
• Advisors and Other Administrators
• Students
• Transfer Culture
Implications for Policy

• Transfer and articulation policies
  – Student Awareness
  – Financial aid literacy

• Transfer receptive culture at 4-year
Implications for Future Research

• Test model with students at MSIs
• Promote intercultural humility
• Incorporate academic skill development and academic quality initiatives into curriculum
• Incorporate a qualitative design into CCSR instrument to help understand the student experience
• Conduct a longitudinal study