



Migration, Mobility & Circulation: the Challenges of Student Tracking

What do we need to know, and why?

What sources of data/information do different nations have on hand?

What do we learn?

How does it relate to transfer?

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Using U.S. longitudinal studies to start, what will we cover?

- Initial residence and migration.
- Post-matriculation mobility.
- Relation of mobility to post-matriculation behaviors.
- Types of “swirling,” or circulation behaviors.
- Difference between circulation and formal transfer.
- Why students change institutions—from students.
- Factors associated with mobility, a logistic account.
- For bachelor’s degree completers, what mobility looks like.

That is a lot, but then. . . .

Data from U.S. Sources that Cover Mobility Issues in Higher education

<u>Source</u>	<u>Track years</u>	<u>Initial Migrat</u>	<u>Multi Instit</u>	<u>Transfer</u>	<u>Interstate</u>
Grade cohorts	8.5	21.3%	56.5%	37.2% 28.1	20.2%
Beginning PSE cohorts	6.0	13.5	42.0	32.0	N.A.
National Stud. Clearinghouse	5.0	N.A.	33.1	N.A.	8.9
WICHE	6.0	22.0	N.A.	N.A.	19.0
NLS Youth cohort	5.0	N.A.	N.A.	N.A.	11.6 26.8

A lot of variation and confusion here

- **Unobtrusive data (transcripts) versus administrative records versus surveys**
- **Federal (grade cohorts, beginning postsecondary students, age cohorts) versus non-Federal (NSC, WICHE)**
- **Who is in the denominator (by degree status, number of credits earned, etc.)?**
- **Who asked the question, and who didn't?**

Comparative perspectives. And what does it all mean?

- Limitations in national data, e.g. Japan, where data are drawn by 47 prefectures and not by student records
- The Bologna challenge and joint degrees, where mobility means crossing national borders.
- Post-graduation studies, where migration can only be marked by change of country, province, or state and by length of residence in point B.

Excluding incidental students, what do we see of mobility and academic behavior in the U.S.

**Attended >1
institution**

**Attended in
>1 state**

All:

57%

20%

Changed major field

73

26

Stop-Out

74

26

Ever part-time

63

21

Work-study/camp job

54

26

State of 1st enrollment

not the same as state

60

51

of 2ndary school

Types of formal transfer and other attendance patterns of non-incidental U.S. students

	Of those who attended >1 <u>institution</u>	Of those who attended in <u>>1 state</u>
Commun.coll.transfers	23%	15%
4yr to 4yr transfers	21	29
Reverse transfers (4 to 2)	8	6
Summer visitors (4 to 2)	10	7
Out of system attendance	6	5
Other multi-instit. Students	30	35

Percentage of students indicating reasons for transfer in two U.S. longitudinal studies

	<u>1995-2001</u>	<u>2003-2009</u>
Personal reasons	not an option	38%
Scheduling problems	7%	18
Not satisfied w/instit	14	17
Financial reasons	10	11
Change of program	14	not an option
Family responsibilities	4	6
Physical move	8	not an option
Academic problems	3	3
Other reasons	40	7

What makes a difference in multi-state attendance for non-incident traditional-age students, 8.5 yrs.

Key parts of a logistic analysis

	Parameter	t	Odds ratio	Delta-p
Intercept	-4.3879	7.39		
Residence-Migration	2.2776	8.49***	9.75	0.5051
4-to-4 transfer	1.8193	5.50***	6.17	0.4001
Non-contin. Enroll.	0.7056	2.34**	2.03	0.1312
Reverse transfer	1.0069	2.00*	2.74	0.1999
Swirling/nomadic	0.7753	1.96*	2.17	0.8859
Summer term creds	0.2298	1.70	1.26	
Comm. Coll. transfer	0.6254	1.69	1.87	
SES quintile	0.1398	1.35	1.15	

What questions do we ask about near-term mobility and longer-term migration: the Japanese example

- Prefecture of current residence/1 year earlier/5 years earlier
- Birth place by prefecture
- Higher ed enrollment status (vocational, junior college, university)
- Place of residence at completion of school (if completed)
- Migrated to present residence; within same/difference prefecture
- Most important reason for this migration (school, housing related, commuting related, family-related)
- Prefecture and foreign countries in which respondent has lived for at least 3 months at any time;
- Estimate of probability of migration in the next 5 years, and probable region (11, not one of the 47 prefectures) to which migration is assumed
- Principal reason for anticipated future migration (school, job, housing-related, family-related, personal)

Other Sources to Disentangle the Key Elements of Migration Theory Applied to College Students

- Migration Policy Institute reports
- American Community Survey
- Eurostudent
- Zelinsky (1971), “The Hypothesis of the Mobility Transition”
- Tobler and Dorigo (1983), “Push-Pull Migration Laws”
- Ravenstein (1885), “The Laws of Migration”
- Juror and Usher (2008), “Mobility and Credit Transfer: a National [Canada] and Global Survey”
- Hossler, D. et al (2012), “Transfer and Mobility”
- Bahr (2009, “College Hopping. . .”
- Bonin et al (2008), “Geographic Mobility in the EU”