

Transfer Report

Piedmont Virginia Community College (PVCC) researches the success of PVCC transfer students at four-year institutions. Transfer success measures include:

- Enrollment at a four-year institution
- Subsequent success at a four-year institution measured by first semester GPA
- Number of students who subsequently enrolled and graduated from a four-year institution

This study has three goals regarding transfer success:

1. Twenty-five percent (25%) of the institution's previous year's student population will subsequently enroll at a four-year institution.
2. PVCC transfer students will have a minimum first-semester grade point average (GPA) of 2.8 at the top four-year transfer institutions in which the highest number of PVCC students subsequently enroll.
3. The institution's transfer students will have a six-year bachelor's completion rate of 42%.

Highlights

- Twenty-six percent (26%) of the students enrolled in the 2016-17 academic year subsequently enrolled at a four-year institution.
- A minimum first-semester grade point average (GPA) of 2.8 was achieved 85% of the time at the top four institutions. Since 2007, PVCC has met the minimum GPA of 2.8, 100% of the time at the University of Virginia and 90% of the time at Virginia Tech.
- 56% of those students who transferred to a four-year institution received a bachelor's degree within six years of entering higher education.

Enrollment from PVCC to a Four-year Institution

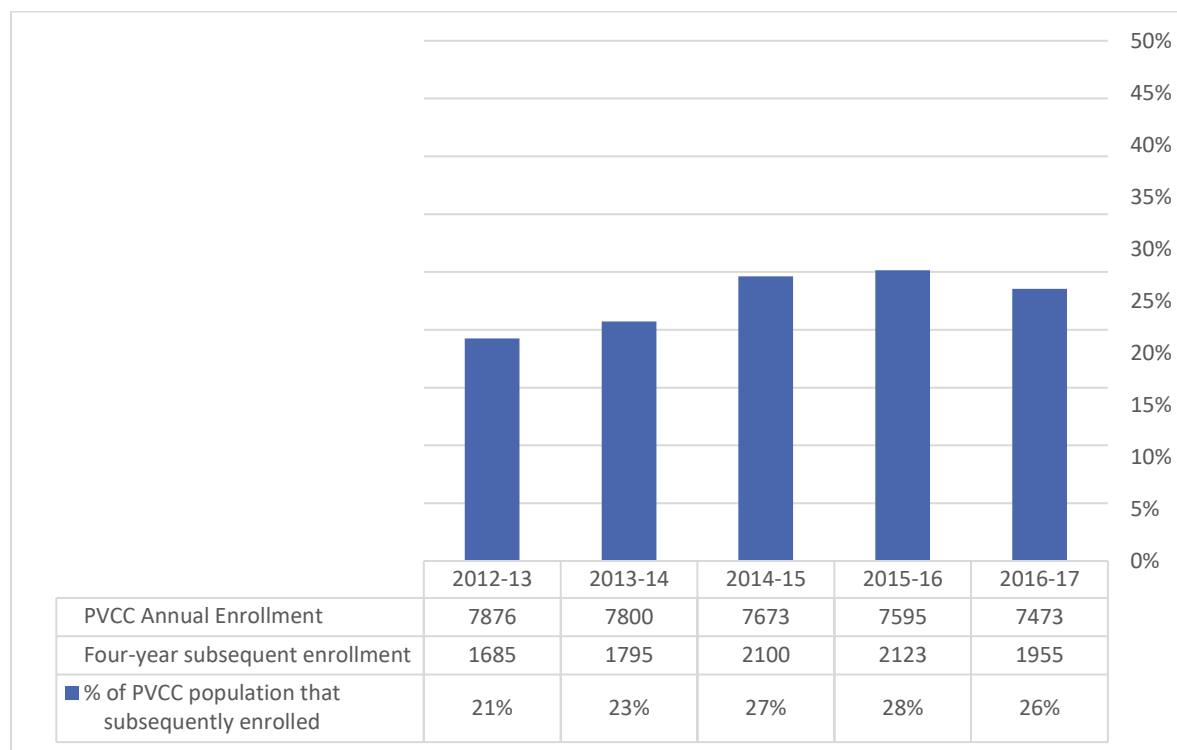
PVCC has an annual goal of increasing the number of students who subsequently enroll at a four-year institution. **Subsequently enrolled** is defined as the matriculation of a student from PVCC to a four-year institution, regardless of the number of accrued credits. PVCC uses the National Student Clearinghouse (NSC) to determine the number of students who subsequently enroll at a four-year institution.¹ PVCC examined students in the previous academic year to determine if the student had subsequently enrolled at a four-year

¹ National Student Clearinghouse. 2016. "Who we are." <http://nslc.org/about/>

institution in the next academic year. For example, all students enrolled at PVCC in the academic year 2016-2017 were examined in 2017-2018 to determine if they had subsequently enrolled at a 4-year institution. This methodology allows students one complete year to transfer due to the common practice of gap semesters and students who may stop out².

PVCC continues to have students enroll at four-year institutions one-year after attending PVCC. Twenty-six percent (26%) of the students enrolled in the 2016-17 academic year subsequently enrolled at a four-year institution.

Figure 1: Subsequent Enrollment. 2012-2013 to 2016-2017 Cohort.



Subsequent Enrollment by Student Classification

PVCC tracks transfer-out students by six classifications: curricular non-graduate; graduate; dual enrollment; non-degree transfer; non-curricular, and transient. A curricular non-graduate is a student who was in an academic program at PVCC but did not graduate from the program. A graduate is a student who was in an associate or certificate academic program and graduated from the program at PVCC. Dual enrollment is a student who was listed as taking courses at the local high school for college credit (dual enrollment) or who was a high school or home school student taking classes at the college but was not in an academic program (dual credit). A non-degree transfer is a student who declares that s/he intends to transfer but did not select a program of study. Non-curricular students are classified as students who took courses at the college and declared that the reason for enrollment was for upgrading employment skills, developing job skills, career

² Haigler, K., & Nelson, R. (2005). *The gap-year advantage: Helping your child benefit from time off before or during college*. Macmillan.

exploration or personal satisfaction. Finally, transient students are students who are taking courses at PVCC to supplement curriculum at a four-year primary institution with the purpose of transferring the coursework to their primary institutions.

For the 2016-17 academic year's subsequent enrollment, the dual enrollment classification was PVCC's largest percentage of subsequently enrolled students (n=705, 36%). Curricular non-graduates comprised 22% (n=425); graduates made up 17% (n=339); non-curricular students were 14% (n=277) of the population; non-degree transfers comprised 7% (n=139), and transient students included 4% (n=70) of the subsequently enrolled population.

Table 1: 2016-17 Academic Year's Subsequent Enrollment to Four-year Institutions in the 2016-17 Academic Year

CLASSIFICATION OF THE STUDENT	SUBSEQUENTLY ENROLLED AT FOUR-YEAR INSTITUTIONS	
	n	%
CURRICULAR NON-GRADUATE	425	22%
GRADUATE	339	17%
DUAL ENROLLMENT/ DUAL CREDIT	705	36%
NON-DEGREE TRANSFER	139	7%
NON-CURRICULAR	277	14%
TRANSIENT	70	4%
TOTAL PVCC SUBSEQUENT ENROLLMENTS	1,955	100%

Top Ten Institutions

Annually, PVCC tracks the top ten four-year institutions where the highest number of PVCC students subsequently enroll. The top ten institutions and the number of transfers by category have been provided in table 2. The top ten four-year institutions contain 69% of PVCC's subsequently enrolled students.

Table 2. Top Institutions Where Students Subsequently Enroll from Academic Year 2016-17 to Academic Year 2017-18

COLLEGE	CURRICULAR NON-GRADUATES	GRADUATES	DUAL ENROLLED/DUAL CREDIT	NON-DEGREE TRANSFER	NON-CURRICULAR	TRANSIENT	TOTAL SUBSEQUENT ENROLLMENTS BY INSTITUTION
UNIVERSITY OF VIRGINIA	87	101	81	35	77	22	403
JAMES MADISON UNIVERSITY	33	53	96	9	37	6	234
VIRGINIA COMMONWEALTH UNIVERSITY	39	37	62	13	22	9	182
VIRGINIA POLYTECH AND STATE UNIVERSITY	14	17	78	14	14	3	140
OLD DOMINION UNIVERSITY	35	26	33	4	24	4	126
LIBERTY UNIVERSITY	24	16	11	2	8	4	65
GEORGE MASON UNIVERSITY	8	16	31	1	4	1	61
RADFORD UNIVERSITY	10	6	23	5	5	2	51
LONGWOOD UNIVERSITY	6	13	21	1	6	2	49
MARY BALDWIN UNIVERSITY	17	8	0	6	10	1	42
TOTAL SUBSEQUENT ENROLLMENTS BY STUDENT CLASSIFICATION FOR SELECTED INSTITUTIONS	273	293	436	90	207	54	1,353

Subsequent Success at Four-year Institutions

PVCC's goal is for PVCC graduate transfers to have a minimum first-semester grade point average (GPA) of 2.8 at the top transfer institutions. PVCC has data sharing relationships with the University of Virginia (UVA), James Madison University (JMU), Virginia Commonwealth University (VCU), and Virginia Tech (VT). These universities share PVCC transfer students first-semester grade point average (GPA). Four-year institutions classify transfer-in students as students who did not begin their studies at the four-year institution. PVCC uses the four-year institution's definition of transfer to compare data accurately. Therefore, transient, dual enrollment, and non-curricular students are excluded from this data.

The table below depicts the average first semester GPA of PVCC transfers at UVA, JMU, VCU, and VT. For 2016, PVCC transfers at UVA had an average first semester GPA of 3.18. At VT, PVCC transfers had a first semester GPA of 3.05. At JMU, PVCC transfers had an average first semester GPA of 2.78. Finally, at VCU, PVCC transfers had a first semester GPA of 2.50. A minimum first-semester grade point average (GPA) of 2.8 was achieved 85% of the time at the top four institutions. Since 2007, PVCC has met the minimum GPA of 2.8, 100% of the time at the University of Virginia and 90% of the time at Virginia Tech.

Table 3. Average First Semester GPA of PVCC Transfers at UVA, JMU, VCU, and VT.

YEAR (FY)	UVA	JMU	VCU	VT
2006	-	2.78	-	-
2007	3.05	-	2.96	3.08
2008	2.99	-	3.17	2.92
2009	3.10	2.78	3.05	2.86
2010	3.04	3.09	2.98	2.59
2011	3.08	2.80	2.84	2.96
2012	3.16	2.81	2.94	2.80
2013	3.12	2.85	2.76	3.15
2014	3.20	3.07	2.54	3.04
2015	3.14	3.07	2.89	3.22
2016	3.18	2.78	2.50	3.05

Success to Bachelor's Degree

Another PVCC goal is for all PVCC students who subsequently enroll at a four-year institution to graduate with a bachelor's degree or higher. The table below depicts the number of students who subsequently enrolled at a four-year institution and graduated from a four-year institution by 2017-2018.

Table 4. The Number of Students who Subsequently Enrolled at a Four-year Institution and Graduated from a Four-year Institution by 2017-2018.

Academic Year at PVCC	Total number of students enrolled at PVCC	Students who Subsequently Enrolled at Four-year Institutions by 2017-2018		Students who Subsequently Enrolled at a Four-year Institution who Graduated from a Four-year Institution by 2017-2018	
	n	n	%	n	%
2012-2013	7,876	3,649	46%	2,048	56%
2013-2014	7,800	3,635	47%	1,476	41%
2014-2015	7,673	3,469	45%	910	26%
2015-2016	7,595	3,049	40%	504	17%
2016-2017	7,473	1,955	26%	217	11%

For the 2012-2013 cohort, the six-year completion rate is 56%. When compared with the Virginia transfer-out bachelor's completion rate of 42%, the 2012-2013 cohort is 14 percentage points higher than that the Virginia average.³

Conclusion

The descriptive analysis presented in the report shows that PVCC is meeting its goals for transfer success. Twenty-six percent (26%) of the students enrolled in the 2016-17 academic year subsequently enrolled at a four-year institution. For those students who transfer-out of PVCC to a four-year institution, the six-year completion rate was 56%, which is 14 percentage points higher than the Virginia average transfer-out bachelor's six-year completion rate of 42%.³ A minimum first-semester grade point average (GPA) of 2.8 was achieved 85% of the time at the top four institutions. Since 2007, PVCC has met the minimum GPA of 2.8, 100% of the time at the University of Virginia and 90% of the time at Virginia Tech. The results presented highlight the successes and opportunities for institutional effectiveness in the area of transfer success at a four-year institution.

³ Jenkins, D & Fink, J. (2016). Tracking transfer new measures of institutional and state effectiveness in helping community college students attain bachelor's degrees. New York, NY: Community College Research Center.

Reference

- Haigler, K., & Nelson, R. (2005). *The gap-year advantage: Helping your child benefit from time off before or during college*. Macmillan.
- Jenkins, D & Fink, J. (2016). *Tracking transfer new measures of institutional and state effectiveness in helping community college students attain bachelor's degrees*. New York, NY: Community College Research Center.
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- National Student Clearinghouse. 2018. Piedmont Virginia Community College Data. [data set]. Retrieved from <http://nslc.org/>