

# Transfer Trends and Patterns Series: Report 1



Research Report No. 78-16

Office of Institutional Effectiveness and Student Success Initiatives

DECEMBER 2016

## **NORTHERN VIRGINIA COMMUNITY COLLEGE**

### **OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS INITIATIVES**

The purpose of the Office of Institutional Effectiveness and Student Success Initiatives is to conduct analytical studies and provide information in support of institutional planning, policy formulation, and decision making. In addition, the office provides leadership and support in research related activities to members of the NOVA community engaged in planning and evaluating the institution's success in accomplishing its mission.

When citing data from this report, the Northern Virginia Community College (NOVA) Office of Institutional Effectiveness and Student Success Initiatives must be cited as the source.

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## Executive Summary

### Pre-Transfer Characteristics

- Twenty-two percent of the Fall 2013 cohort of First-Time in College (FTIC) students transferred to a two- or four-year institution by the end of their third year.
- The majority of Fall 2013 FTIC students who transferred within three years of initial enrollment did so without earning a degree or credential at NOVA (62 percent). **(Figure 1, page 3)**

#### A. Transferred without a NOVA Degree

- Full-time Fall 2012 FTIC students who did not earn a degree were more likely to transfer within three years than part-time students. **(Table 1, page 4)**
- Of the four largest racial/ethnic groups in the Fall 2012 FTIC cohort, White and Black/African American students enrolled full-time had the highest transfer rate among students who did not earn a degree. **(Table 4, page 5)**
- Among Fall 2013 FTIC students who transferred within three years without earning a degree, over half (52 percent) enrolled at NOVA for only one or two fall/spring semesters prior to transferring. **(Figure 2, page 7)**
- The majority of surveyed students who transferred without a degree (57 percent) initially enrolled at NOVA with the intention of only staying for one or two semesters. **(Figure 3, page 7)**

#### B. Transferred with a NOVA Degree

- Females in the Fall 2012 FTIC cohort were more likely than males to earn an Associate's degree and transfer within three years. **(Table 7, page 10)**
- Fall 2012 FTIC Asian students enrolled full-time had the highest transfer rate with an Associate's degree. **(Table 9, page 11)**
- Of the Fall 2013 FTIC students who earned a degree or credential at NOVA prior to transferring, 87 percent earned an A.A. or A.S. award. **(Figure 5, page 12)**
- Among Fall 2013 FTIC students who transferred after earning a NOVA degree or credential, the most common award was the A.S. in Business Administration (23 percent), followed by the A.S. in General Studies (21 percent). **(Table 10, page 12)**

#### C. Four-Year Completion Rates of Transfer Students by Credits and/or Degree Received at NOVA

- Students who transferred with 31 credits or more without a NOVA degree had the highest four-year completion rate, even higher than NOVA graduates with transfer degrees (A.A./A.S.) **(Figures 7 and 8, pages 14 and 15)**

## **Introduction**

Northern Virginia Community College students have unique backgrounds and varied educational and career goals. As a community college, NOVA serves many students who enroll with the intention of transferring to a four-year college or university. NOVA strives to provide these students with a solid foundation to help them prosper at other institutions and in the workforce.

This report is one of a series of reports that presents data on transfer students at NOVA. This report focuses on the pre-transfer characteristics of NOVA students who transfer to other institutions. Some of these students earn a degree prior to transferring, while others transfer after only a semester or two, prior to earning a degree or credential at NOVA.

Data are presented on student demographics as well as NOVA program placement, enrollment patterns, major, and degree.

Additionally, survey data are analyzed to help understand students' initial intent upon entering NOVA, as well as possible reasons for transferring without earning a NOVA degree and transferring earlier than intended.

Data on four-year completion rates of transfer students are presented to demonstrate the success of NOVA transfer students.

Transfer figures are based on data from the National Student Clearinghouse (NSC), provided by the Virginia Community College System (VCCS).

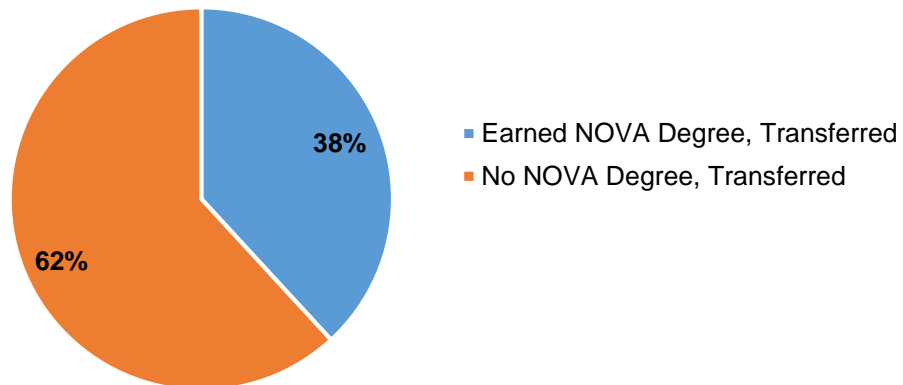
## Pre-Transfer Characteristics

This report explores the pre-transfer characteristics of NOVA students who transferred within three years of initial enrollment, focusing on the Fall 2012<sup>1</sup> and Fall 2013<sup>2</sup> first-time in college (FTIC) cohorts.

In Fall 2013, there were 8,211 first-time in college students at NOVA. At the end of their third year, 22 percent of students (1,798 students) had transferred to a two- or four-year institution.<sup>3</sup>

- Thirty-eight percent of these students (686 students) earned a degree or credential at NOVA prior to transferring (Figure 1).
- The remaining 62 percent of transfer students (1,112 students) transferred without earning a degree or credential at NOVA.

**Figure 1. NOVA Students who Transferred by NOVA Graduation Status: Fall 2013 FTIC Cohort**



Source: OIR/NSC

### A. Students who Transferred without a NOVA Degree

#### 1. Demographics of Students who Transferred without a NOVA Degree

For Fall 2012 FTIC who transferred without a degree, the transfer rate varied for full- and part-time students and across gender, initial program placement, and race/ethnicity.

- The transfer rate for full-time students with 16 or more credits and without a degree was 14 percent, compared to 7 percent for part-time students (Table 1 next page).

<sup>1</sup> The Fall 2012 cohort of FTIC students includes Summer FTIC students who also enrolled in Fall 2012 as well as students who were dual enrolled in Summer 2012 and who were admitted in Fall 2012. Students who were dual enrolled in Fall 2012 are excluded from the cohort.

<sup>2</sup> Fall 2013 FTIC cohort excludes students who were dual-enrolled to limit the focus to college enrollment and transfer patterns of students who are not in high school.

<sup>3</sup> Transfer data available through July 7, 2016 from the National Student Clearinghouse. It is likely additional students will transfer to other institutions for their fourth year, enrolling in Fall 2016.

**Table 1. Transfer Rates for Students with 16+ Credits without a Degree by Initial Enrollment Status: Fall FTIC 2012**

Initial Enrollment Status	Fall 2012 FTIC Cohort	Transferred with 16+ Credits without Degree	
	N	#	%
Full-Time	5,156	739	14.3
Part-Time	3,481	240	6.9

Source: VCCS

- The transfer rate for full-time male students with 16 or more credits and without a degree was slightly more than full-time female students, 15 percent compared to 14 percent, respectively.

**Table 2. Transfer Rates for Students with 16+ Credits without a Degree by Gender and Initial Enrollment Status: Fall 2012 FTIC Cohort**

Initial Enrollment Status	Gender	Fall 2012 FTIC Cohort	Transferred with 16+ Credits without Degree	
		N	#	%
Full-Time	Male	2,744	405	14.8
	Female	2,412	334	13.8
Part-Time	Male	1,832	116	6.3
	Female	1,649	124	7.5

Source: VCCS

- The transfer rate for full-time students with 16 or more credits and without a degree who were not program-placed in their first semester was 15 percentage points higher than full-time students in an A.A. program, 29 percent compared to 14 percent.
- Among part-time students with 16 or more credits and without a degree, the transfer rate was highest in an A.A.A. program at 11 percent, followed by part-time students in an A.A. program, 8 percent, and part-time students in an A.S. program, 7 percent.

**Table 3. Transfer Rates for Students with 16+ Credits without a Degree by Initial Program Placement and Enrollment Status: Fall 2012 FTIC Cohort**

Initial Enrollment Status	Initial Program Placement	Fall 2012 FTIC Cohort	Transferred with 16+ Credits without Degree	
		N	#	%
Full-Time	A.A.	669	96	14.3
	A.S.	3,341	463	13.9
	A.A.A.	34	2	5.9
	A.A.S.	725	92	12.7
	Certificate	159	21	13.2
	Not Placed	228	65	28.5
Part-Time	A.A.	354	28	7.9
	A.S.	1,821	128	7.0
	A.A.A.	28	3	10.7
	A.A.S.	662	39	5.9
	Certificate	192	7	3.6
	Not Placed	424	35	8.3

Source: VCCS



- Of the largest racial/ethnic groups, White and Black/African American students enrolled full-time with 16 or more credits and without a degree had the highest transfer rates with 17 percent of each group transferring out.

**Table 4. Transfer Rates for Students with 16+ Credits without a Degree by Race/Ethnicity and Initial Enrollment Status: Fall 2012 FTIC Cohort**

Initial Enrollment Status	Race/Ethnicity	Fall 2012 FTIC Cohort	Transferred with 16+ Credits without Degree	
		N	#	%
Full-Time	White	1,813	316	17.4
	Black/African American	860	143	16.6
	Hispanic/Latino	1,213	125	10.3
	Asian	926	100	10.8
	American Indian/Alaska Native	6	0	0.0
	Hawaiian/Pacific Islander	29	5	17.2
	Two or More Races	231	43	18.6
	Not Specified	4	1	25.0
	Unknown	74	6	8.1
Part-Time	White	1,323	96	7.3
	Black/African American	720	57	7.9
	Hispanic/Latino	840	42	5.0
	Asian	376	23	6.1
	American Indian/Alaska Native	11	1	9.1
	Hawaiian/Pacific Islander	15	1	6.7
	Two or More Races	149	11	7.4
	Not Specified	-	-	-
	Unknown	47	9	19.1

Source: VCCS

**2. Major and Average Credits Earned at NOVA for Students who Transferred without a NOVA Degree**

Ninety-four percent of Fall 2013 FTIC students who transferred without earning a NOVA degree (1,044 students) were program-placed in their first semester at NOVA, the majority of them in a transfer-oriented Associate's degree program.

- The most popular program was the A.S. in General Studies, with 23 percent of the cohort (243 students) enrolled in the program.
- Twelve percent of the cohort (126 students) were enrolled in the A.S. in Science, and 11 percent (118 students) were enrolled in the A.S. in Business Administration.

Table 5 lists the top Fall 2013 program enrollments at NOVA for students who transferred without earning a degree.

**Table 5. Major at NOVA for Program-Placed Students who Transferred without a Degree: Fall 2013 FTIC Cohort**

<b>NOVA Major and Degree</b>	<b>#</b>	<b>%</b>
General Studies, A.S.	243	23.3
Science, A.S.	126	12.1
Business Administration, A.S.	118	11.3
Liberal Arts, A.A.	76	7.3
Social Sciences, A.S.	62	5.9
Engineering, A.S.	52	5.0
Computer Science, A.S.	50	4.8
Information Technology, A.S.	38	3.6
Social Sciences/Psychology, A.S.	26	2.5
Fine Arts, A.A.	24	2.3
Business Management, A.A.S.	18	1.7
Social Sciences/Teacher Education, A.S.	18	1.7
Liberal Arts/Psychology, A.A.	16	1.5
Social Sciences/Political Science, A.S.	16	1.5
Administration of Justice, A.A.S.	13	1.2
Liberal Arts/Communication Studies, A.A.	11	1.1
<i>Other</i>	137	13.1
<b>Total</b>	<b>1,044</b>	<b>100.0</b>

Source: OIR/NSC

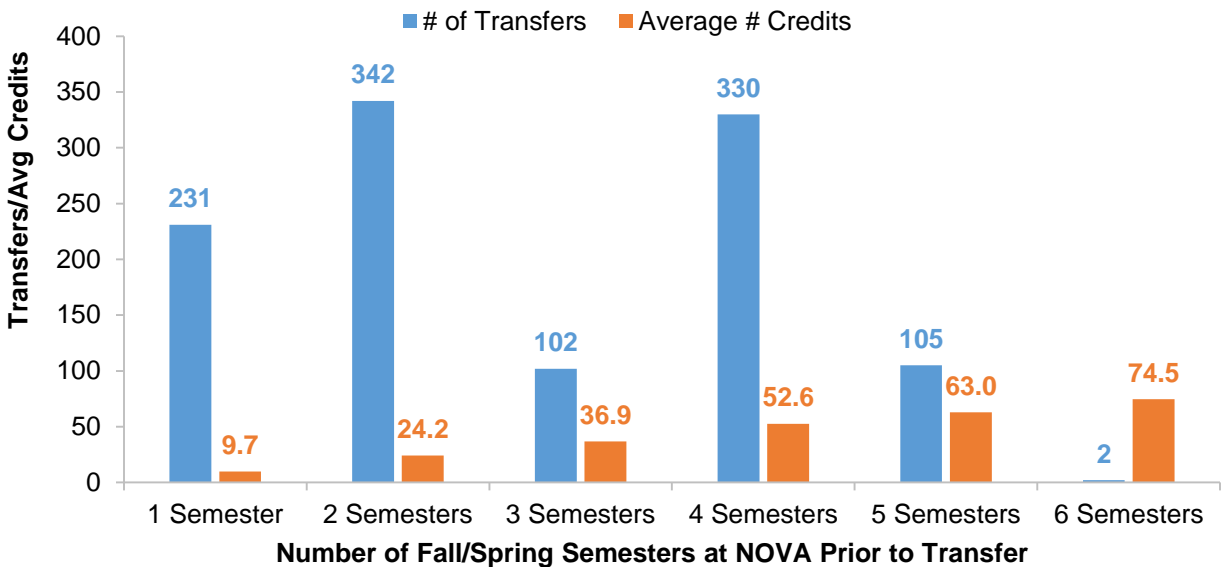
Note: *Other* includes all programs with fewer than ten students.

Among Fall 2013 FTIC students who transferred within three years without earning a degree, over half (573 students, 52 percent) enrolled at NOVA for only one or two fall/spring semesters prior to transferring (Figure 2 next page).<sup>4</sup>

- Students who enrolled at NOVA for one semester prior to transferring enrolled in an average of 10 credit hours.
- Students who enrolled at NOVA for two semesters enrolled in an average of 24 credit hours.

<sup>4</sup> Students who transferred may have continued to enroll in courses at NOVA.

**Figure 2. Students who Transferred within Three Years without a NOVA Degree by Number of Semesters at NOVA and Average NOVA Credits: Fall 2013 FTIC Cohort**



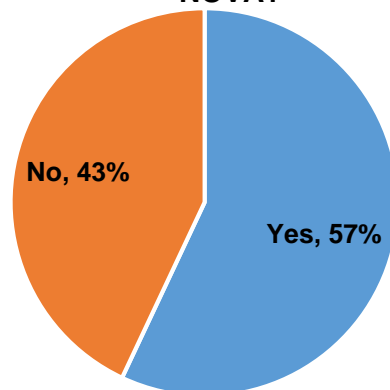
Source: OIR/NSC

### 3. Phone Survey of Students who Transferred without a NOVA Degree

A subset of Fall 2013 FTIC students (121 students) who transferred to a four-year institution within two years without earning a NOVA degree were surveyed regarding their initial intentions upon enrolling at NOVA as well as their decision to transfer prior to earning a degree.

- The survey revealed that the majority of the surveyed students (69 students, 57 percent) initially enrolled at NOVA with the intention of staying for one or two semesters and did not plan to earn a degree before transferring to another institution (Figure 3).

**Figure 3. “When First Applying to NOVA, was it Your Intent to Enroll for Only One or Two Semesters at NOVA and Transfer to a Different Institution without Earning a Degree at NOVA?”**



Source: OIR

**a. Initial Intent to Transfer without a NOVA Degree: Yes (57%)**

- Fifty-seven percent of survey respondents (69 students) indicated it was their initial intent to enroll at NOVA for one or two semesters and transfer prior to earning a degree (see Figure 3).

Some of the most common reasons cited for not earning a degree at NOVA included:

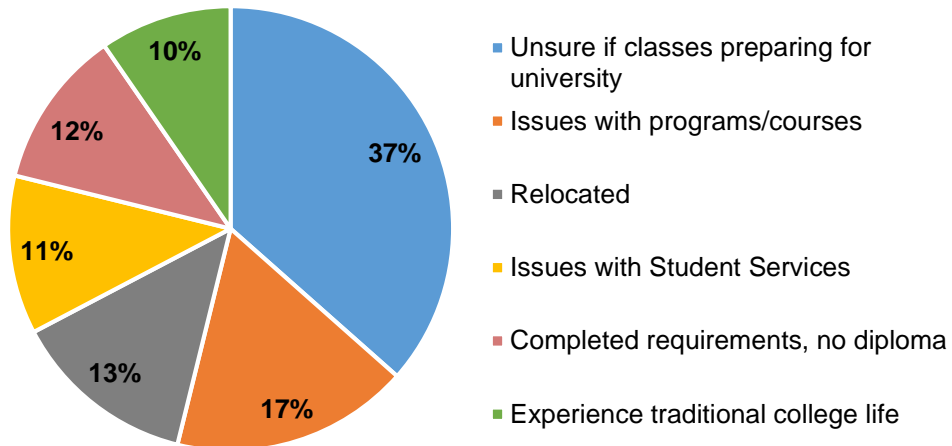
- Accepted at desired four-year institution, took general education courses at NOVA to lessen course load and save money<sup>5</sup>
- Enrolled in courses at NOVA to improve GPA
- Waitlisted at desired four-year institution and enrolled at NOVA in the interim
- Enrolled at NOVA to take ESL courses only
- Enrolled at NOVA to take necessary pre-requisites

**b. Initial Intent to Transfer without a NOVA Degree: No (43%)**

- Forty-three percent of survey respondents (52 students) indicated it was not their initial intent to enroll at NOVA for one or two semesters and transfer prior to earning a degree (see Figure 3).

These students cited various issues with university preparation and program offerings as the reasons behind their decision to transfer without earning a degree. See Figure 4 for additional details on why students transferred from NOVA earlier than they initially intended.

**Figure 4. Reason for Transferring within Two Years without Earning a NOVA Degree (Survey Respondents who Transferred Earlier than Intended): Fall 2013 FTIC Cohort**



Source: OIR

<sup>5</sup> See Appendix for data on tuition and fees and total charges at some of the most popular transfer institutions as compared to costs at NOVA and across the VCCS

Students cited the following specific **issues with university preparation**:

- Classes not challenging enough
- Class environment not appealing
- Issues with instruction

Students cited the following specific **issues with programs/courses**:

- Specific programs/courses not available
- Too many pre-requisite courses required for certain programs

Students cited the following specific **issues with student services**:

- Rushed counseling sessions/last-minute office hour changes
- Received incorrect/inconsistent information from counseling/advising
- Advised to transfer to four-year institution as met qualifications for program prior to earning NOVA credential
- Advised international credits not accepted at NOVA so transferred to four-year that would accept them

All of the survey respondents indicated that the decision to transfer from NOVA to a four-year institution prior to earning a degree was **beneficial** to them and cited the following reasons:

- Saved time/money by not having to take unnecessary courses at NOVA
- More program options offered at four-year institution
- Courses offered at four-year institution were more challenging

Survey respondents had an opportunity to provide **comments and suggestions on ways NOVA can increase retention** and help more students to earn degrees. Responses included the following:

- More course offerings
- More challenging assignments and projects
- Align information on similar degree programs across campuses
- Counselors/Advisors provide more information on relation between degrees and careers/job market
- Counselors/Advisors more knowledgeable on Guaranteed Admission Agreements and which courses transfer to which institutions
- Offer more avenues for advising

## B. Students who Transferred with a NOVA Degree

### 1. Demographics of Students who Transferred with a NOVA Degree

For Fall 2012 FTIC students who transferred with an Associate's degree the transfer rate varied for full- and part-time students and across gender, initial program placement, and race/ethnicity.

- Full-time students were more likely to earn an Associate's degree and transfer within three years of initial enrollment compared to part-time students (Table 6).

**Table 6. Transfer Rates for Students with an Associate's Degree by Initial Enrollment Status: Fall 2012 FTIC Cohort**

Initial Enrollment Status	Fall 2012 FTIC Cohort	Transferred with Associate's Degree	
	N	#	%
Full-Time	5,156	361	7.0
Part-Time	3,481	31	0.9

Source: VCCS

- Female students had a higher transfer rate with an Associate's degree than male students. Female students enrolled full-time transferred with an Associate's degree at a rate of 9 percent, compared to 6 percent for males enrolled full-time.

**Table 7. Transfer Rates for Students with an Associate's Degree by Gender and Initial Enrollment Status: Fall 2012 FTIC Cohort**

Initial Enrollment Status	Gender	Fall 2012 FTIC Cohort	Transferred with Associate's Degree	
		N	#	%
Full-Time	Male	2,744	151	5.5
	Female	2,412	210	8.7
Part-Time	Male	1,832	8	0.4
	Female	1,649	23	1.4

Source: VCCS

- Full-time students enrolled in A.A. and A.S. programs had the highest transfer rate with an Associate's degree at 8 percent (Table 8 next page).
- Three percent of full-time students who were not program-placed in their first semester earned an Associate's degree and transferred within three years of initial enrollment.
- Among part-time students, non-program-placed students had the highest transfer rate with an Associate's degree at 2 percent.

**Table 8. Transfer Rates for Students with an Associate's Degree by Initial Program Placement and Enrollment Status: Fall 2012 FTIC Cohort**

Initial Enrollment Status	Initial Program Placement	Fall 2012 FTIC Cohort	Transferred with Associate's Degree	
		N	#	%
Full-Time	A.A.	669	52	7.8
	A.S.	3,341	277	8.3
	A.A.A.	34	0	0.0
	A.A.S.	725	21	2.9
	Certificate	159	4	2.5
	Not Placed	228	7	3.1
Part-Time	A.A.	354	2	0.6
	A.S.	1,821	21	1.2
	A.A.A.	28	0	0.0
	A.A.S.	662	0	0.0
	Certificate	192	0	0.0
	Not Placed	424	8	1.9

Source: VCCS

- Full-time Asian students had the highest transfer rate with an Associate's degree (11 percent), while Black/African American students enrolled full-time had the lowest (4 percent).
- Among part-time students, Asian students had a transfer rate with an Associate's degree of 2 percent, while all other subgroups had a rate one percent or below.

**Table 9. Transfer Rates for Students with an Associate's Degree by Race/Ethnicity and Initial Enrollment Status: Fall 2012 FTIC Cohort**

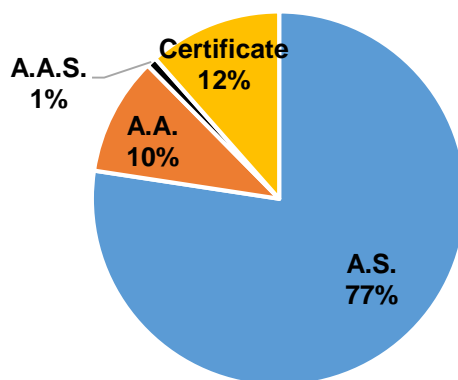
Initial Enrollment Status	Race/Ethnicity	Fall 2012 FTIC Cohort	Transferred with Associate's Degree	
		N	#	%
Full-Time	White	1,813	138	7.6
	Black/African American	860	32	3.7
	Hispanic/Latino	1,213	65	5.4
	Asian	926	99	10.7
	American Indian/Alaska Native	6	0	0.0
	Hawaiian/Pacific Islander	29	1	3.4
	Two or More Races	231	20	8.7
	Not Specified	4	0	0.0
	Unknown	74	6	8.1
Part-Time	White	1,323	11	0.8
	Black/African American	720	3	0.4
	Hispanic/Latino	840	9	1.1
	Asian	376	7	1.9
	American Indian/Alaska Native	11	0	0.0
	Hawaiian/Pacific Islander	15	0	0.0
	Two or More Races	149	1	0.7
	Not Specified	-	-	-
	Unknown	47	0	0.0

Source: VCCS

## 2. Degree Type and Major at NOVA for Students who Transferred with a NOVA Degree

Of the 686 Fall 2013 FTIC students who earned a degree or credential at NOVA prior to transferring, 87 percent (601 students) earned an A.A. or A.S. award. Twelve percent (79 students) earned a Certificate, and 1 percent (6 students) earned an A.A.S (Figure 5).

**Figure 5. Students who Earned NOVA Degree and Transferred by NOVA Award Type: Fall 2013 FTIC Cohort**



Source: OIR/NSC

Among Fall 2013 FTIC students who transferred after earning a NOVA degree or credential, the most common award was the A.S. in Business Administration (160 students, 23 percent), followed by the A.S. in General Studies (146 students, 21 percent).

**Table 10. NOVA Major and Award Type for Students who Graduated and Transferred: Fall 2013 FTIC Cohort**

NOVA Major and Award Type	#	%
Business Administration, A.S.	160	23.3
General Studies, A.S.	146	21.3
Social Sciences, A.S.	82	12.0
General Education, Certificate	75	10.9
Science, A.S.	75	10.9
Liberal Arts, A.A.	66	9.6
Information Technology, A.S.	29	4.2
Computer Science, A.S.	23	3.4
Engineering, A.S.	16	2.3
Fine Arts, A.A.	4	0.6
Information Systems Technology, A.A.S.	2	0.3
Administration of Justice, A.A.S.	1	0.1
Biotechnology, A.A.S.	1	0.1
Business Information Technology, C.S.C.	1	0.1
Cybersecurity, A.A.S.	1	0.1
Early Childhood Development, A.A.S.	1	0.1
Early Childhood Development, Certificate	1	0.1
Early Childhood Development, C.S.C.	1	0.1
IT Technical Support, C.S.C.	1	0.1
<b>Total</b>	<b>686</b>	<b>100.0</b>

Source: OIR/NSC



### 3. Comparison of VCCS and NOVA Transfer Data

Of the students who transferred with 16 or more credits, a larger portion did so without earning a degree or diploma from their institution of origin in the VCCS (64 percent) than at NOVA (54 percent).

- Among students who transferred with 16 or more credits, 46 percent at NOVA transferred with a degree or diploma compared to 36 percent in the VCCS.

**Table 11. Transfer Enrollments at NOVA and VCCS: 2013-14**

Transfer Enrollments with 16 or More Credits	NOVA		VCCS Total
	N	%	%
Transferred without degree or diploma	2,357	54.4	64.0
Transferred with degree or diploma	1,975	45.6	36.0
<b>Total</b>	<b>4,332</b>	<b>100.0</b>	<b>100.0</b>

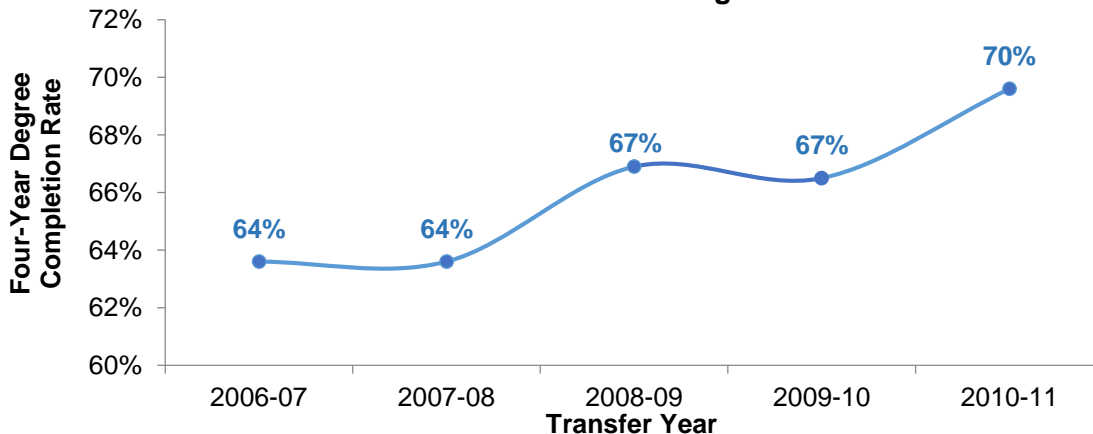
Source: VCCS

### C. Four-Year Completion Rates of Transfer Students by Credits and/or Degree Received at NOVA

This section presents a summary of four-year degree completion rates for NOVA students who transferred to a four-year institution in Virginia in the 2006-07 through 2010-11 academic years. State Council of Higher Education for Virginia (SCHEV) data are used to report the percentage of students in each cohort that completed a four-year degree within four years of transfer.

Figure 6 presents the overall four-year degree completion rates for NOVA students who transferred to a four-year institution in Virginia. The last data point in the figure shows that 70 percent of NOVA students who entered a four-year institution in 2010-11 attained a degree from a four-year institution by 2013-14 (within four years). Over the reported time period, four-year degree completion rates of NOVA transfer students increased from 64 to 70 percent.

**Figure 6. Four-Year Degree Completion Rates of All NOVA Transfer Students: Transfer Years 2006-07 through 2010-11**

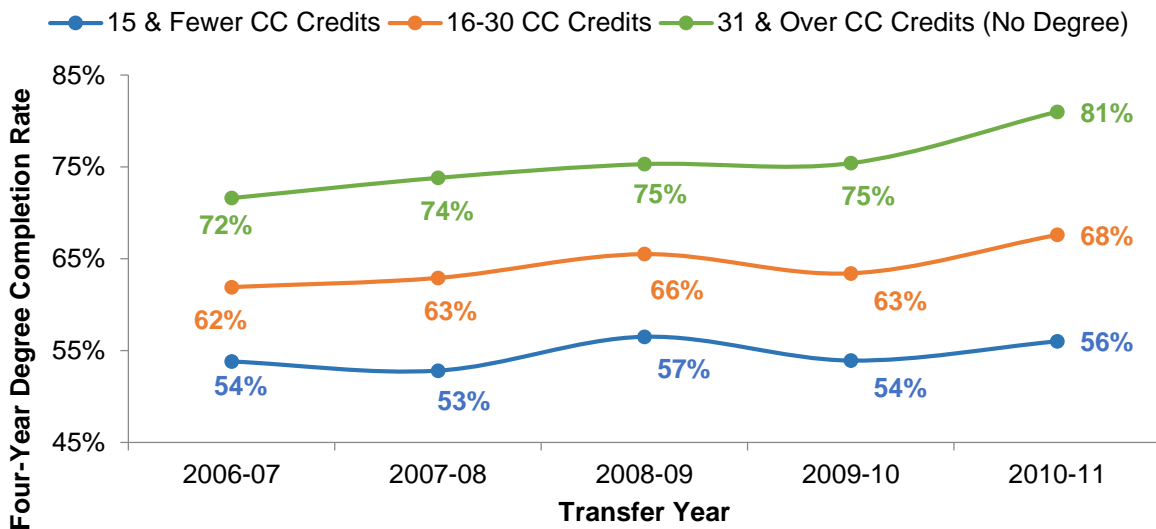


Source: SCHEV. Note: At Virginia 4-Year Institutions (public or private).

As shown in Figure 7, the probability of transfer students attaining a four-year degree within four years increased with the number of credits they attained at NOVA prior to transfer. Keep in mind, the fewer credits attained prior to transfer, the more time a student will need to complete their degree at a transfer institution.

- In the 2010-11 cohort, 56 percent of students who transferred with 15 or fewer credits attained a degree from the four-year institution within four years; compared to 68 percent of students who transferred with 16 to 30 credits, and 81 percent of students who transferred with 31 credits or more.

**Figure 7. Four-Year Degree Completion Rates of NOVA Transfer Students by Credits Attained Prior to Transfer: Transfer Years 2006-07 through 2010-11**

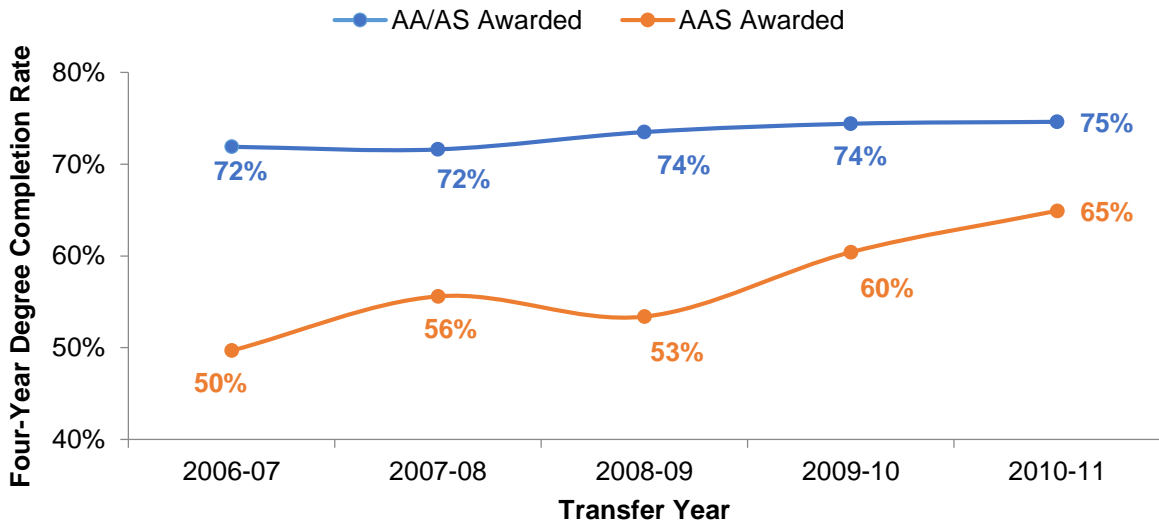


Source: SCHEV. Note: At Virginia 4-Year Institutions (public or private).

Students who transferred with an A.A. or A.S. had higher four-year completion rates than students who transferred with an A.A.S. (Figure 8 next page). The four-year completion rate for students with an A.A. or an A.S. remained relatively stable for the 2006-07 through 2010-11 transfers; the four-year completion rate increased by 15 percentage points for A.A.S. students during this time.

- Interestingly, students who transferred with 31 credits or more without a degree had an equal or higher four-year completion rate than all the other groups, including NOVA graduates with transfer degrees (A.A./A.S.) (Figures 7 and 8).

**Figure 8. Four-Year Degree Completion Rates of NOVA Transfer Students by Degree Earned Prior to Transfer: Transfer Years 2006-07 through 2010-11**



Source: SCHEV. Note: At Virginia 4-Year Institutions (public or private).

### Summary

- Many students who transfer do not earn a NOVA credential, despite being program-placed in a transfer-oriented degree program in their first semester.
- Full-time students are more likely to transfer within three years of initial enrollment compared to part-time students, regardless of whether they earn a degree at NOVA.
- As shown by the phone survey data, students often enroll at NOVA to decrease the course load and subsequent cost at their preferred four-year institution.
- Survey data showed that students may benefit from increased advising on the transfer process and a better understanding of how course credits transfer to other institutions.
- The probability of transfer students attaining a four-year degree within four years increased with the number of credits they attained at NOVA prior to transfer.

## **Conclusion**

As a community college NOVA serves a diverse population of students, including many who enroll with the intent to transfer to a four-year institution. While NOVA would like to see an increase in the number of students who earn a credential prior to transferring, it is important to remember the varied needs of the student population and to consider additional student success outcomes.

Although most entering students enroll in a degree program, the survey data presented here show that it is not necessarily their intent to complete that program. Rather, many students have selected to enroll at NOVA to help lighten the course load and save on tuition costs at their preferred institution. The four-year completions data presented here showed that the majority of NOVA transfer students go on to earn Bachelor's degrees, whether or not they completed a degree at NOVA prior to transfer. As NOVA works to better understand student transfer behavior and seeks to facilitate the transfer process, it is imperative that the College continue to strive to meet a variety of its students' needs.

## Appendix

**Appendix Table 1. Full-Time General Undergraduate Tuition and Mandatory E&G Fees  
(Excludes Room & Board & Mandatory Non-E&G)<sup>6</sup>**

Academic Year	Transfer Institution						VCCS	NOVA
	George Mason University	Virginia Commonwealth University	Virginia Tech	Old Dominion University	James Madison University	University of Virginia		
2007-08	\$5,035	\$4,525	\$6,160	\$4,042	\$3,420	\$6,821	\$2,390	<b>\$2,624</b>
2008-09	\$5,526	\$4,992	\$6,895	\$4,203	\$3,556	\$7,498	\$2,570	<b>\$2,868</b>
2009-10	\$5,840	\$5,253	\$7,370	\$4,412	\$3,734	\$7,873	\$2,767	<b>\$3,264</b>
2010-11	\$6,320	\$6,593	\$8,098	\$4,722	\$4,182	\$8,780	\$3,271	<b>\$3,689</b>
2011-12	\$6,752	\$7,600	\$8,899	\$5,052	\$4,642	\$9,684	\$3,556	<b>\$4,133</b>
2012-13	\$7,010	\$7,943	\$9,250	\$5,221	\$4,862	\$10,066	\$3,721	<b>\$4,358</b>
2013-14	\$7,220	\$9,960	\$9,703	\$5,492	\$5,104	\$10,460	\$3,886	<b>\$4,598</b>
2014-15	\$7,562	\$10,356	\$10,197	\$5,813	\$5,406	\$10,932	\$4,066	<b>\$4,853</b>
2015-16	\$7,976	\$10,719	\$10,628	\$6,193	\$5,724	\$12,347	\$4,261	<b>\$5,138</b>
2016-17	\$8,204	\$10,989	\$10,941	\$6,348	\$5,896	\$13,515	\$4,373	<b>\$5,318</b>

Source: Data for transfer institutions and the VCCS are from SCHEV (accessible at [http://research.schev.edu/tuitionfees/tfrb\\_report.asp](http://research.schev.edu/tuitionfees/tfrb_report.asp)). NOVA data are from the Schedule of Classes and reflect annual tuition and fees for in-state, full-time (15 credit hours) students. Note: Per SCHEV representative Tod Massa, SCHEV data presented are based on each institution's credit structure. Data for institutions charging per credit hour are based on 15-credit hours or otherwise based on a set tuition amount for students taking a 12-15 credit hour load.

**Appendix Table 2. Total Full-Time Undergraduate Student Charges at Transfer Institutions  
(Includes Room & Board & Mandatory Non-E&G)**

Academic Year	Transfer Institution						VCCS	NOVA
	George Mason University	Virginia Commonwealth University	Virginia Tech	Old Dominion University	James Madison University	University of Virginia		
2007-08	\$13,860	\$13,763	\$12,503	\$13,213	\$13,774	\$15,935	\$2,405	<b>\$2,624</b>
2008-09	\$14,872	\$14,693	\$13,674	\$14,052	\$14,422	\$17,180	\$2,585	<b>\$2,868</b>
2009-10	\$15,724	\$15,452	\$14,559	\$14,844	\$14,934	\$17,962	\$2,781	<b>\$3,264</b>
2010-11	\$16,624	\$17,343	\$15,879	\$15,610	\$15,880	\$19,280	\$3,285	<b>\$3,689</b>
2011-12	\$17,666	\$18,163	\$17,365	\$16,362	\$17,932	\$20,612	\$3,570	<b>\$4,133</b>
2012-13	\$18,300	\$18,633	\$18,177	\$16,997	\$17,438	\$21,425	\$3,735	<b>\$4,358</b>
2013-14	\$18,898	\$21,084	\$19,105	\$17,732	\$18,049	\$22,175	\$3,900	<b>\$4,598</b>
2014-15	\$19,814	\$21,716	\$19,941	\$18,518	\$18,858	\$23,050	\$4,080	<b>\$4,853</b>
2015-16	\$21,462	\$22,358	\$20,711	\$19,214	\$19,462	\$24,869	\$4,275	<b>\$5,138</b>
2016-17	\$22,030	\$23,049	\$21,276	\$19,870	\$20,118	\$26,440	\$4,388	<b>\$5,318</b>

Source: Data for transfer institutions and the VCCS are from SCHEV (accessible at [http://research.schev.edu/tuitionfees/tfrb\\_report.asp](http://research.schev.edu/tuitionfees/tfrb_report.asp)). See data notes under Table 1. Additionally, charges listed here include the weighted average double occupancy room charge and the maximum weekly meal plan offered, not necessarily the plan used by most students.

<sup>6</sup> Mandatory E&G Fees are mandatory student charges used to support instruction and education-related activities included in the Education and General (E&G) program. E&G subprograms include instruction, research and public service, academic support, student services, institutional support, and the operation and maintenance of physical plants. Mandatory Non-E&G Fees are mandatory student charges used to support non-instructional activities, such as student health services, athletics, recreational activities, campus transportation, and capital debt service.  
Source: <http://www.schev.edu/docs/default-source/Reports-and-Studies/2015-reports/2015-16tfrreport.pdf?sfvrsn=6>

## ***NOVA Mission and Strategic Goals***

### **Mission**

With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

### **Strategic Goals**

- I. **STUDENT SUCCESS** – Northern Virginia Community College will move into the top tier of community colleges with respect to the college readiness, developmental course completion, retention, graduation, transfer, and career placement of its students.
- II. **ACCESS** – Northern Virginia Community College will increase the number and diversity of students being served to mirror the population growth of the region.
- III. **TEACHING AND LEARNING** – Northern Virginia Community College will focus on student success by creating an environment of world-class teaching and learning.
- IV. **EXCELLENCE** – Northern Virginia Community College will develop ten focal points of excellence in its educational programs and services that will be benchmarked to the best in the nation and strategic to building the College's overall reputation for quality.
- V. **LEADERSHIP** – Northern Virginia Community College will serve as a catalyst and a leader in developing educational and economic opportunities for all Northern Virginians and in maintaining the quality of life and economic competitiveness of the region.
- VI. **PARTNERSHIPS** – Northern Virginia Community College will develop strategic partnerships to create gateways of opportunity and an integrated educational system for Northern Virginians who are pursuing the American Dream.
- VII. **RESOURCES** – Northern Virginia Community College will increase its annual funding by \$100 million and expand its physical facilities by more than one million square feet in new and renovated space. This includes the establishment of two additional campuses at epicenters of the region's population growth, as well as additional education and training facilities in or near established population centers.
- VIII. **EMERGENCY PREPAREDNESS AND CONTINUITY OF OPERATIONS** – Northern Virginia Community College will be recognized as a leader among institutions of higher education in Virginia for its development and testing of emergency response and continuity of operation plans.

# NOVA

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