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Providing *Leadership*  
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*Advancing Global Higher Education*

# Transfer Credit Practices *of* Designated Educational Institutions

An Information Exchange



AMERICAN ASSOCIATION OF COLLEGIATE  
REGISTRARS AND ADMISSIONS OFFICERS

2015



THE  
TRANSFER HANDBOOK  
PROMOTING  
STUDENT  
SUCCESS

American Association of Collegiate Registrars and Admissions Officers



**AACRAO Technology & Transfer Conference**  
July 10–12, 2016  
Anaheim Marriott • Anaheim, CA

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# The National Student Clearinghouse Data

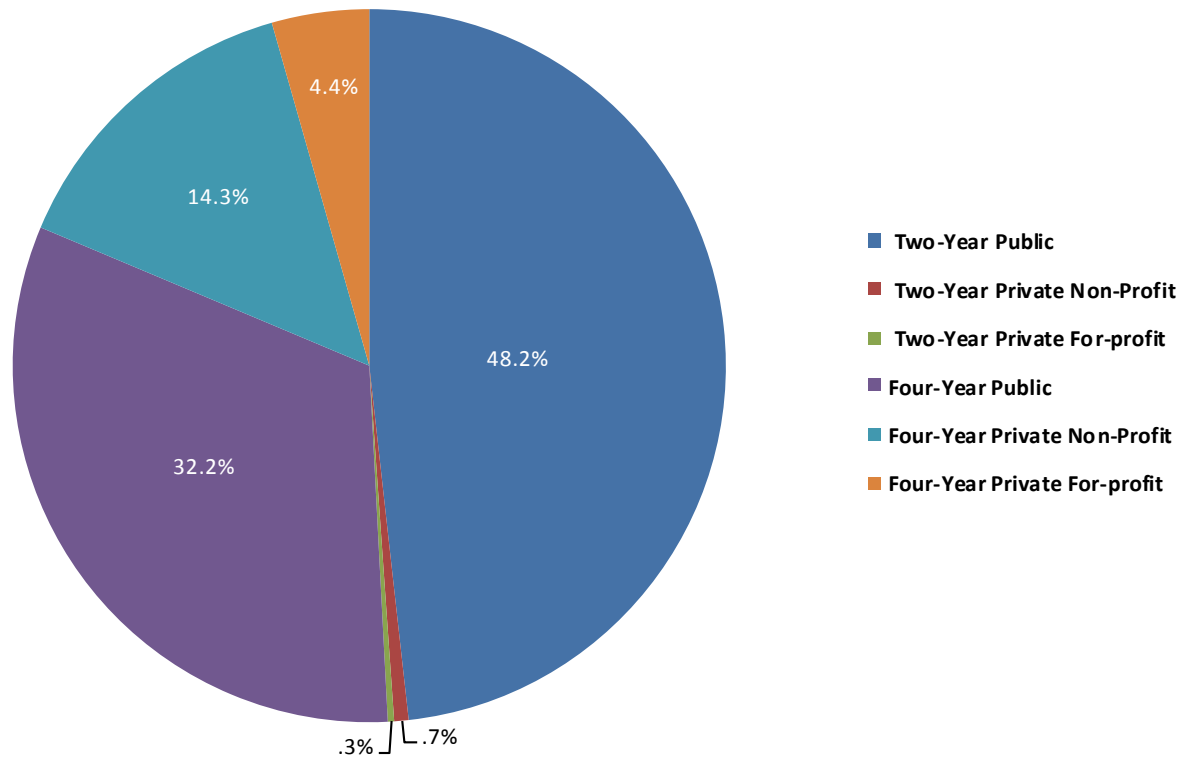
- Researchers can follow students across all types of institutions; two-year and four-year, public and private;
- Data are not limited by state lines;
- Outcomes can be measured over multiple years and for different cohorts;
- Results can be reported at the national, state or regional level.



# Cohort and Outcome Definitions

- 3.6 million first-time students in Fall 2008;
- Full-time, part-time, mixed enrollment;
- Transfer outcomes over 6 years through August 2014;
- Transfer defined as enrollment in an institution different from the starting institution

# Students' First Enrollment by Institution Type, Fall 2008 Cohort

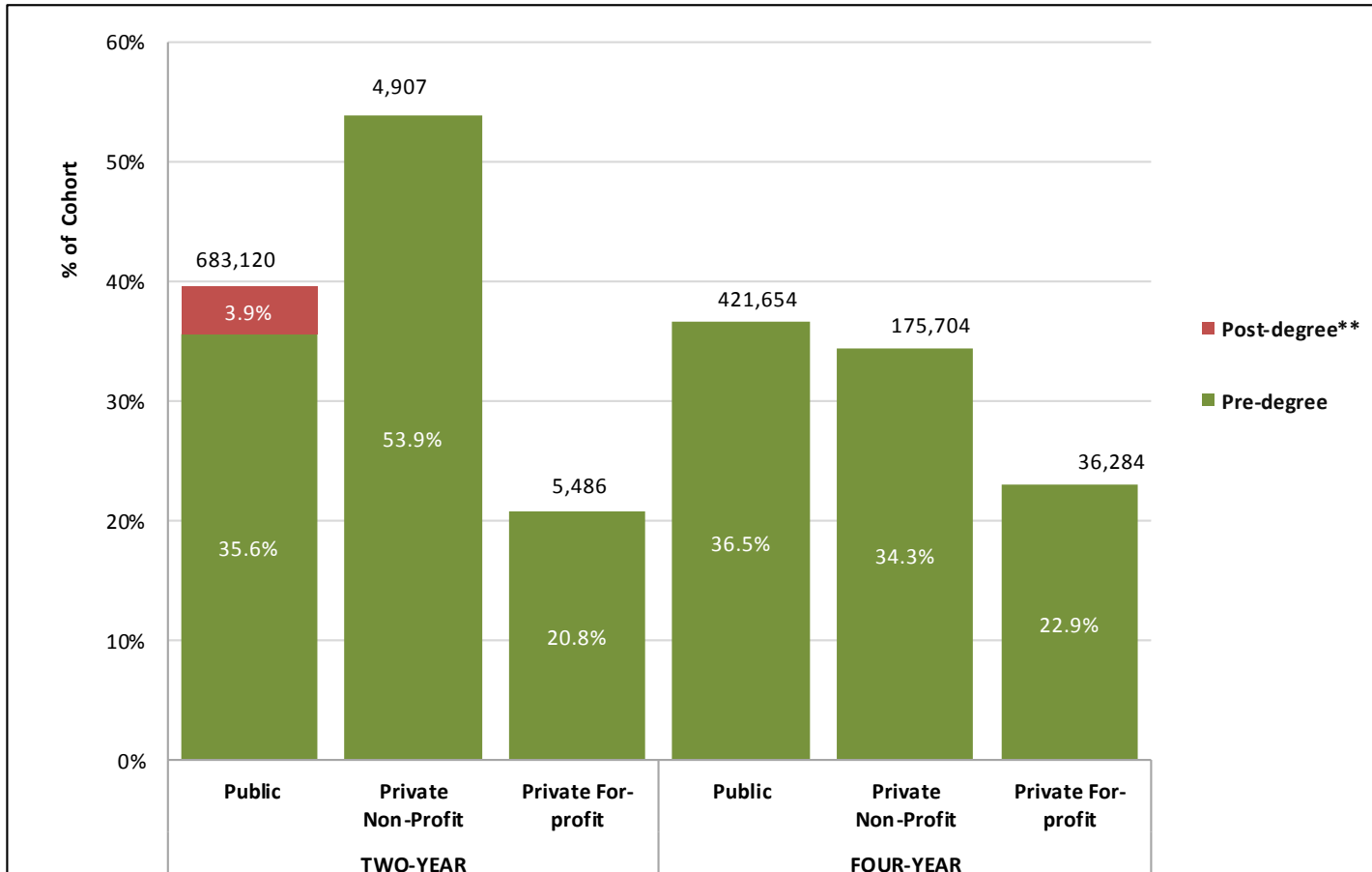


# Overall Transfer Rates

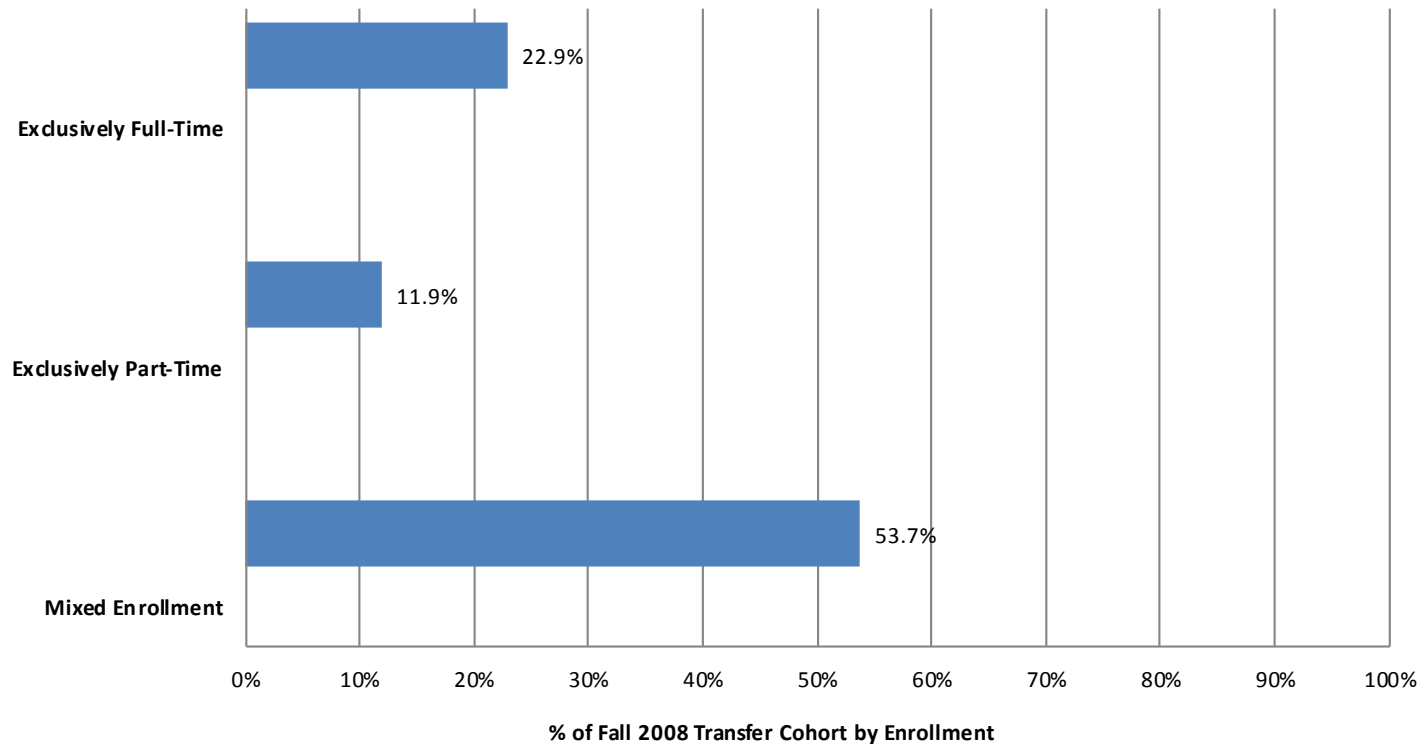
- Over a third (37.2 percent) transferred to a different institution at least once within six years.
- Of those who transferred, almost half (45 percent) changed their institution more than once.
- Counting multiple moves, students in the fall 2008 cohort made 2.4 million transitions from one institution to another within six years.



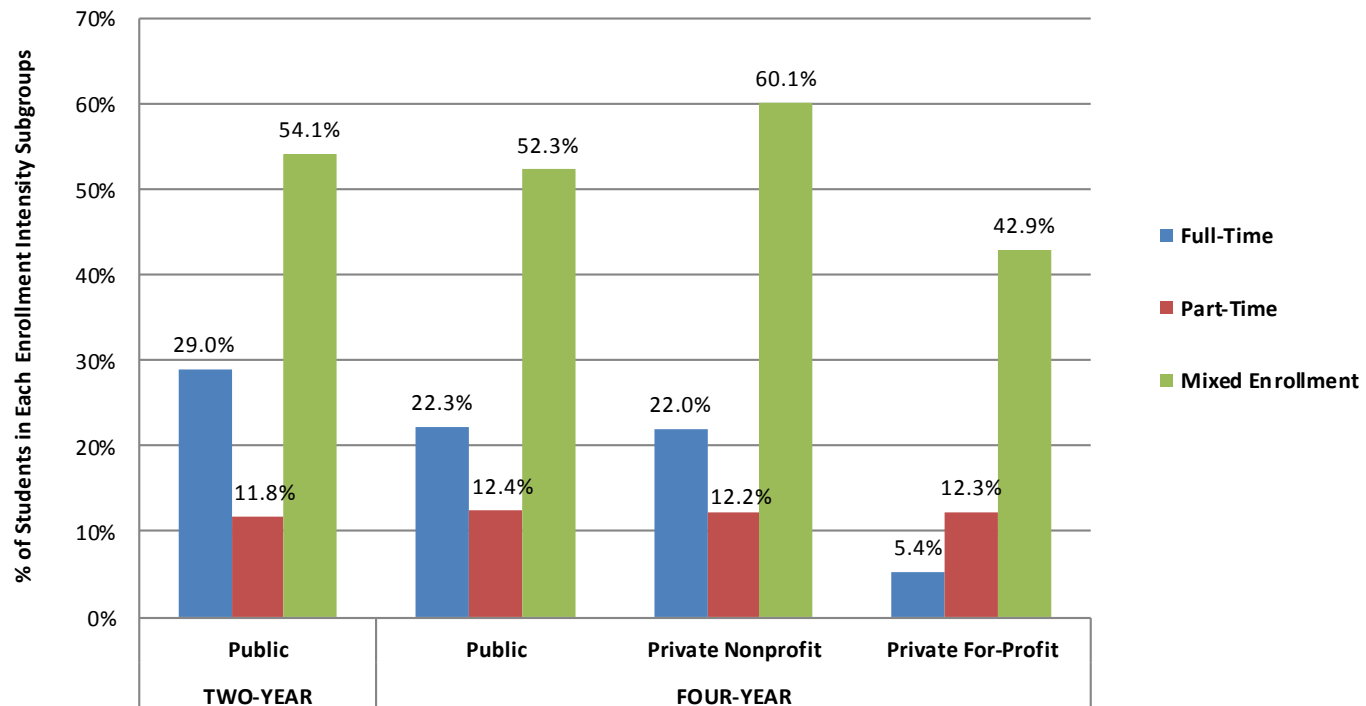
# Six-Year Transfer and Mobility Rates by Sector and Control of Starting Institution



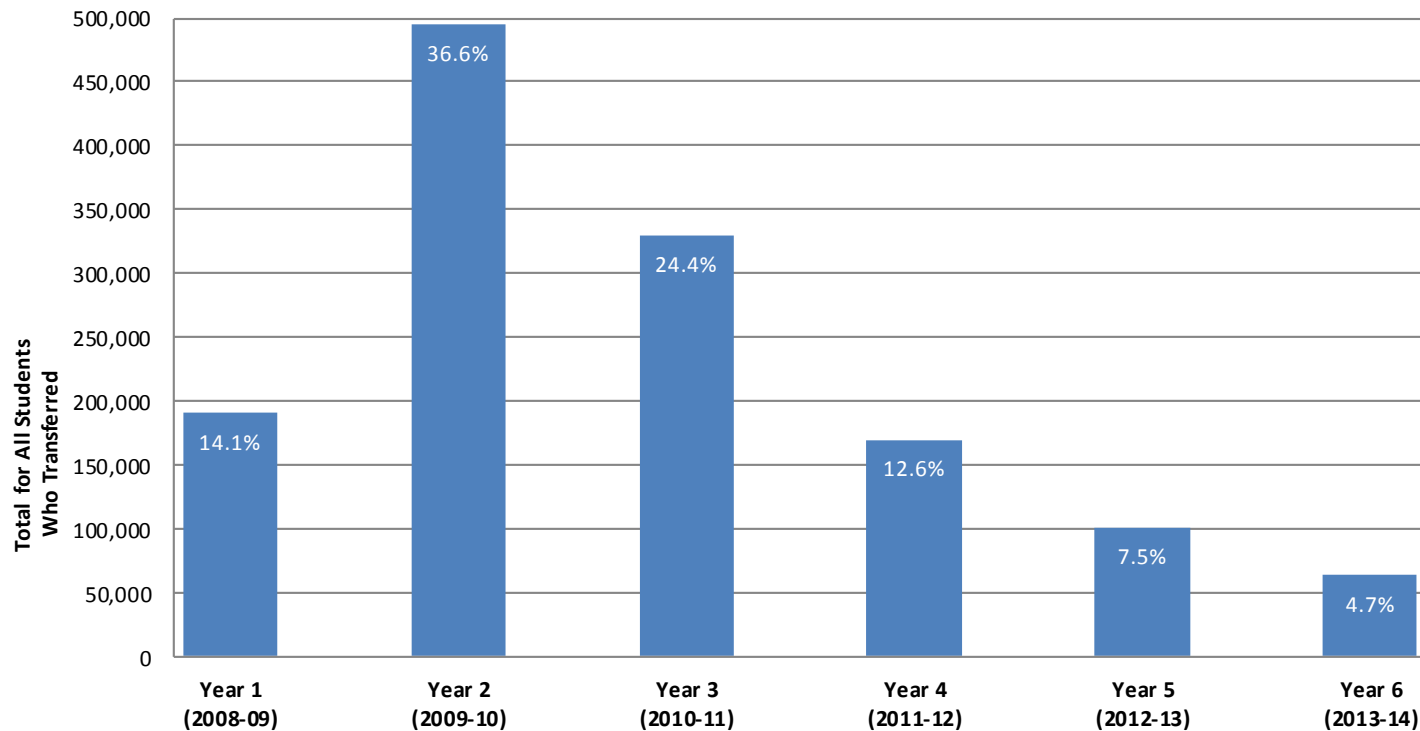
# Six-Year Transfer and Mobility Rates By Enrollment Intensity



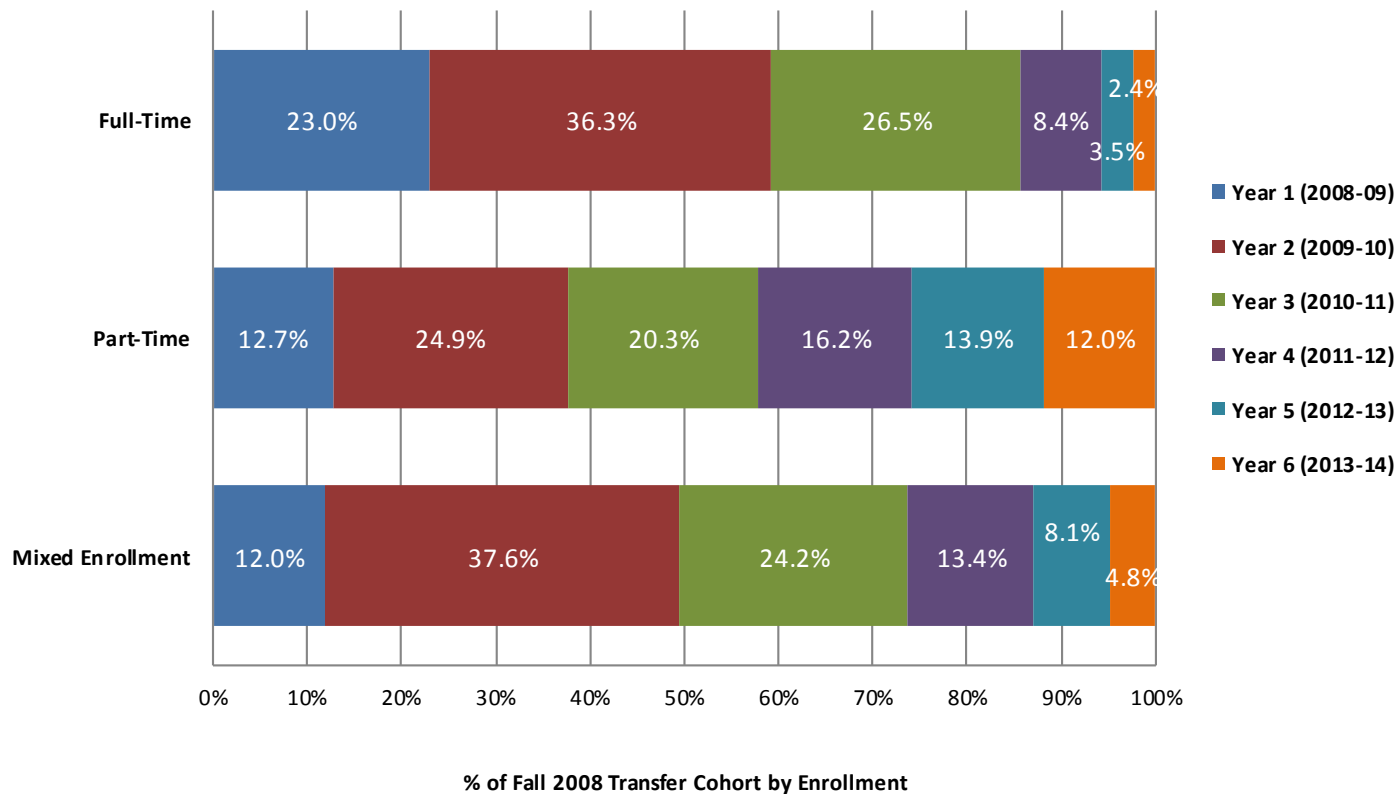
# Transfer and Mobility Rates by Enrollment Intensity and Institution Type



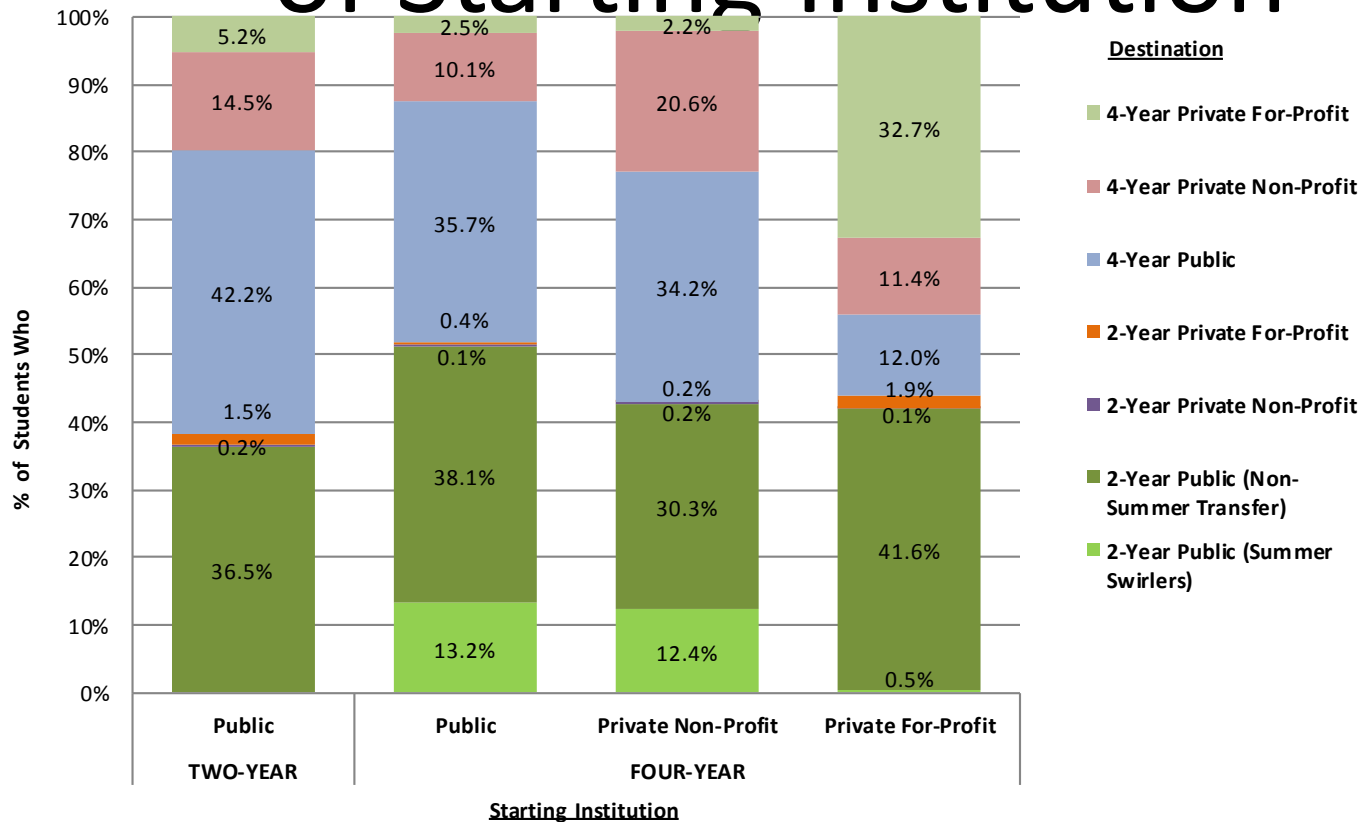
# Timing of First Transfer or Mobility



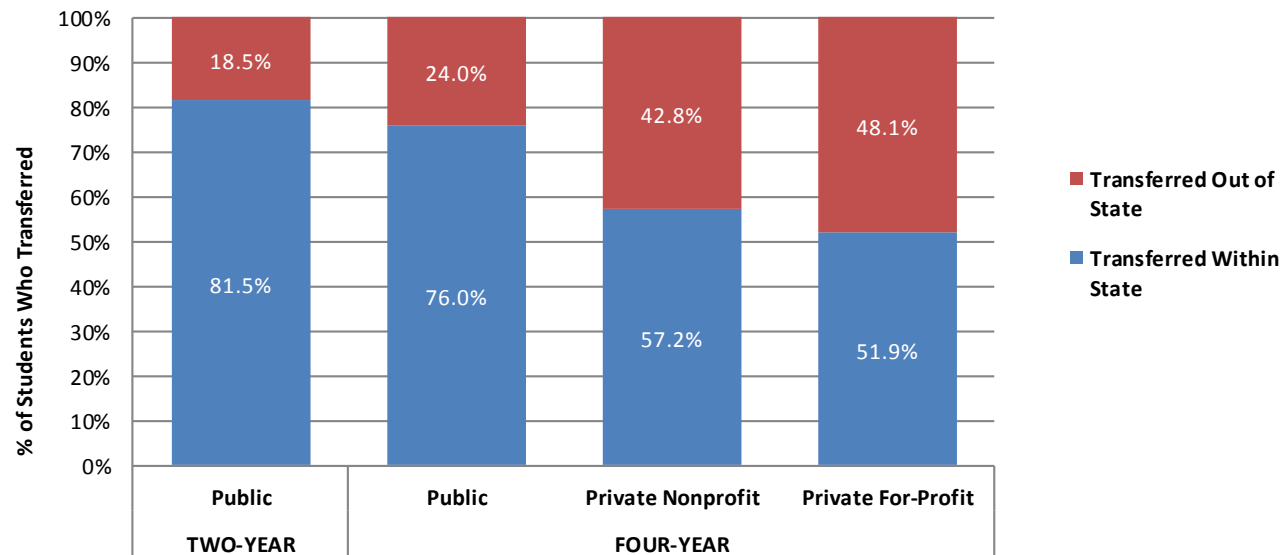
# Timing of First Transfer or Mobility by Enrollment Intensity



# Destination of First Transfer or Mobility by Sector and Control of Starting Institution



# In-State and Out-of-State Transfer and Mobility by Sector and Control of Starting Institution



Sector and Control of Transfer Students' Starting Institution



# Key results

- Over a third transferred at least once within six years.
- Mixed enrollment students had by far the highest transfer and mobility rate (53.7 percent). Exclusively part-time students had the lowest transfer rate (11.9 percent).
- About 1 in 4 two-year starters transferred to a four-year institution within six years (24.4 percent) but only 3.2 percent did so after receiving a credential at their starting two-year institution.
- The higher proportions of students transferring without an associate's degree may create a growing case for reverse transfer initiatives being pursued in many states.

# Key results

- Two-year public institutions are the top mobility destination for students who start in four-year institutions.
- More than half (51.3 percent) of those who transferred from four-year public institutions moved to a two-year public institution. 42 percent of those who transferred from four-year private institutions headed to community colleges.
- A quarter of all student mobility from four-year institutions to community colleges consisted of summer swirlers, who returned to the starting four-year institution in the following fall term.
- Nearly 1 in 5 transfers among students who started in two-year public institutions and 1 in 4 from four-year public institutions crossed a state line in the transition.

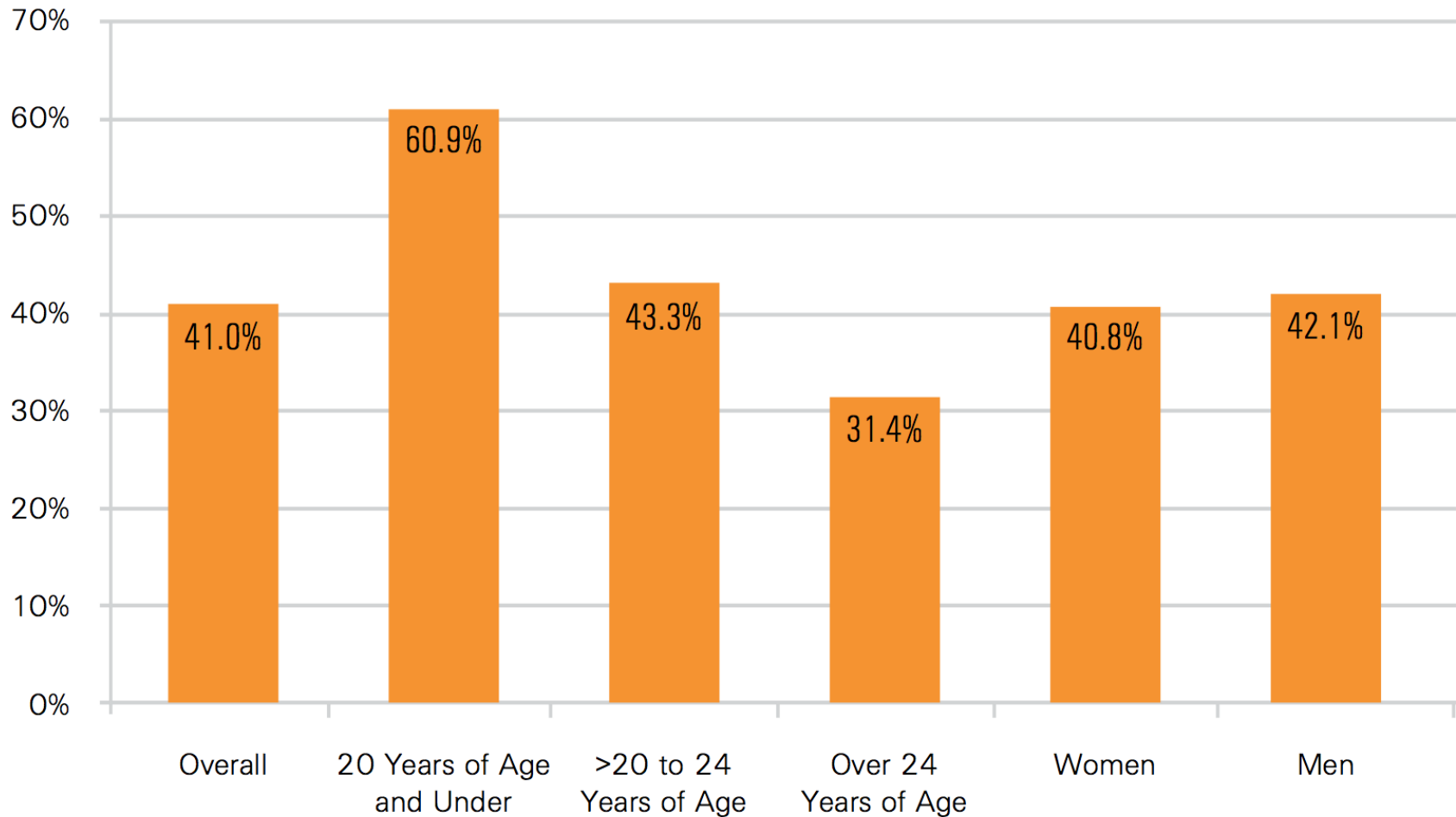
# Implications

- While mobility can often result in loss of credits, recommending that students do not change their institution does not seem to fit the reality of today's students, given the prevalence of transfer.
- Instead, both starting and destination institutions should work together to better inform and advise students, and to make these transitions smoother and hurdle-free.

# Implications (continued)

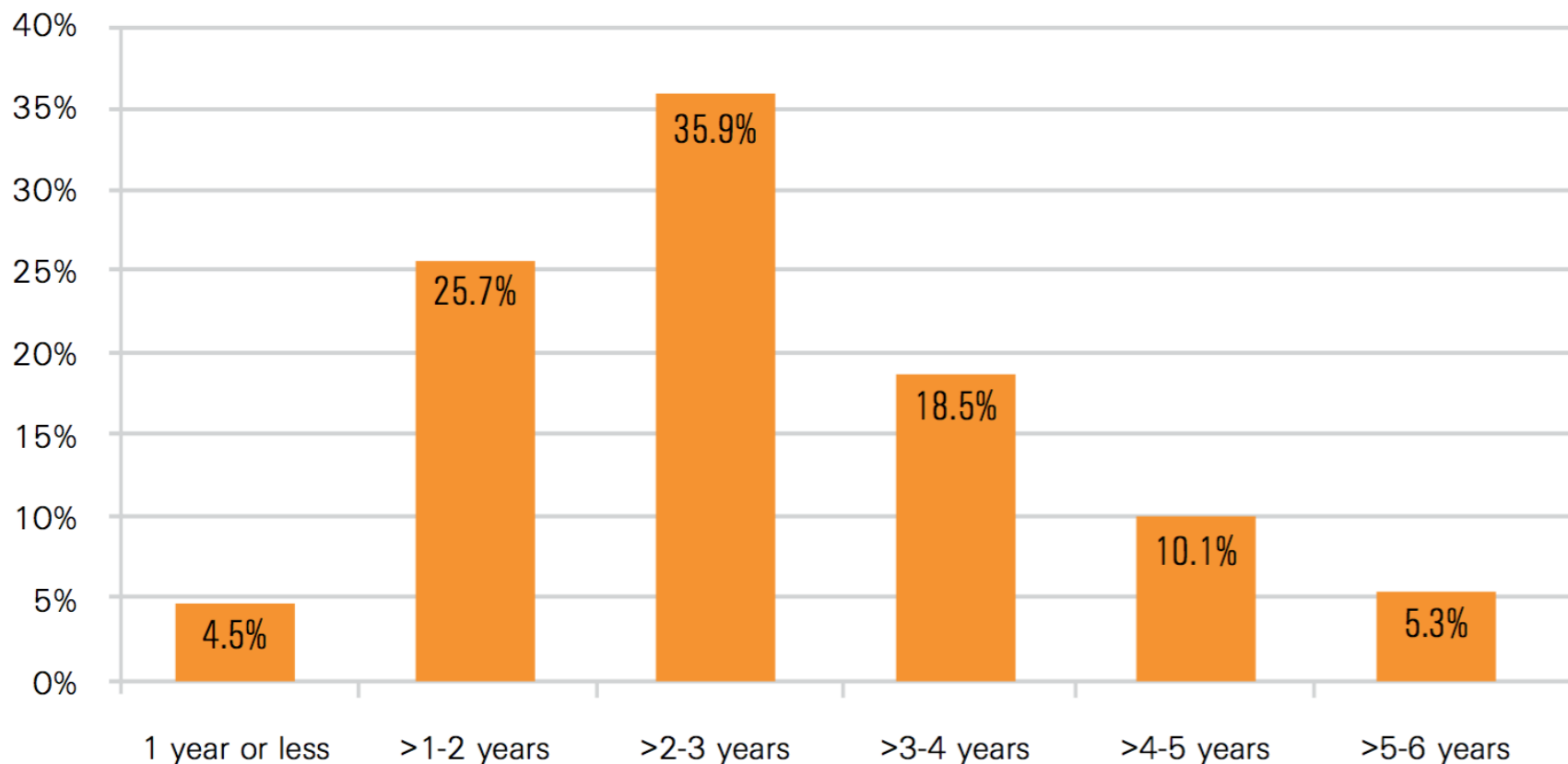
- Student mobility is not limited by state-lines. As more states move towards performance-based funding, it is more important than ever for states and institutions to be able to measure the outcomes of their transfer-out students.
- The increased attention to student outcomes and degree attainment at the national and state levels are likely to lead to new accountability measures for postsecondary institutions that will need to go beyond the first-time full-time cohorts that institutions are used to tracking.

## Percentage of Students Earning Associate Degree as a First Credential Who Subsequently Earned a Bachelor's Degree



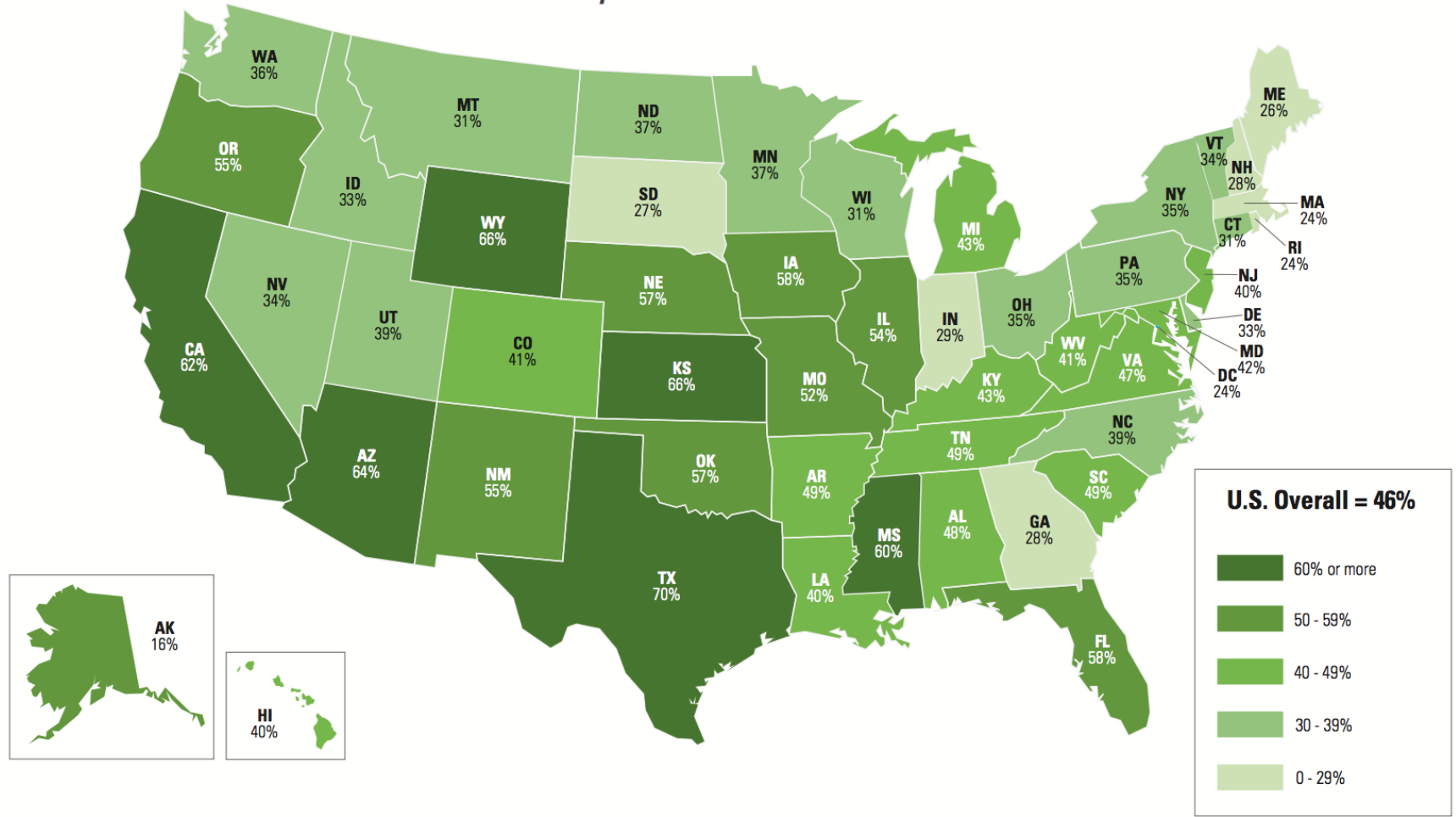
*Note: Based on students whose first postsecondary credential was an associate degree earned between July 1, 2008, and June 30, 2009. Student age refers to the age when the first credential was awarded. Subsequent credentials are limited to credentials completed within six years of the first credential award date.*

## Distribution of Time from Associate to Bachelor's Degree



*Note: Time from associate to bachelor's degree was calculated by determining the number of days between the associate award date and bachelor's award date and dividing by 365.25.*

# Percentage of Students Completing Degrees at Four-Year Institutions Who Previously Enrolled at Two-Year Institutions\*

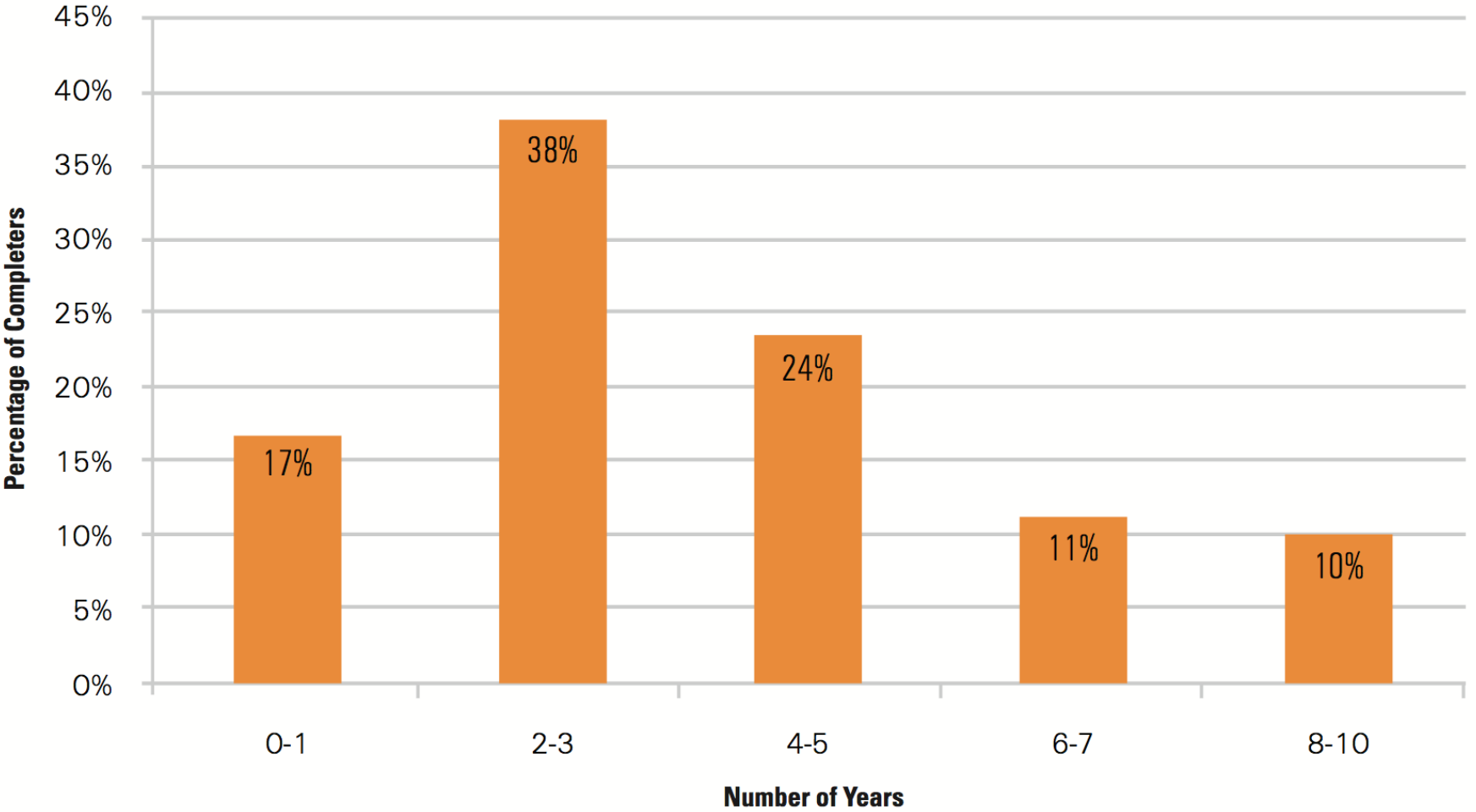


*\*Students were considered enrolled at two-year institutions if they had at least one full-time or part-time enrollment at a two-year institution prior to the four-year completion date.*

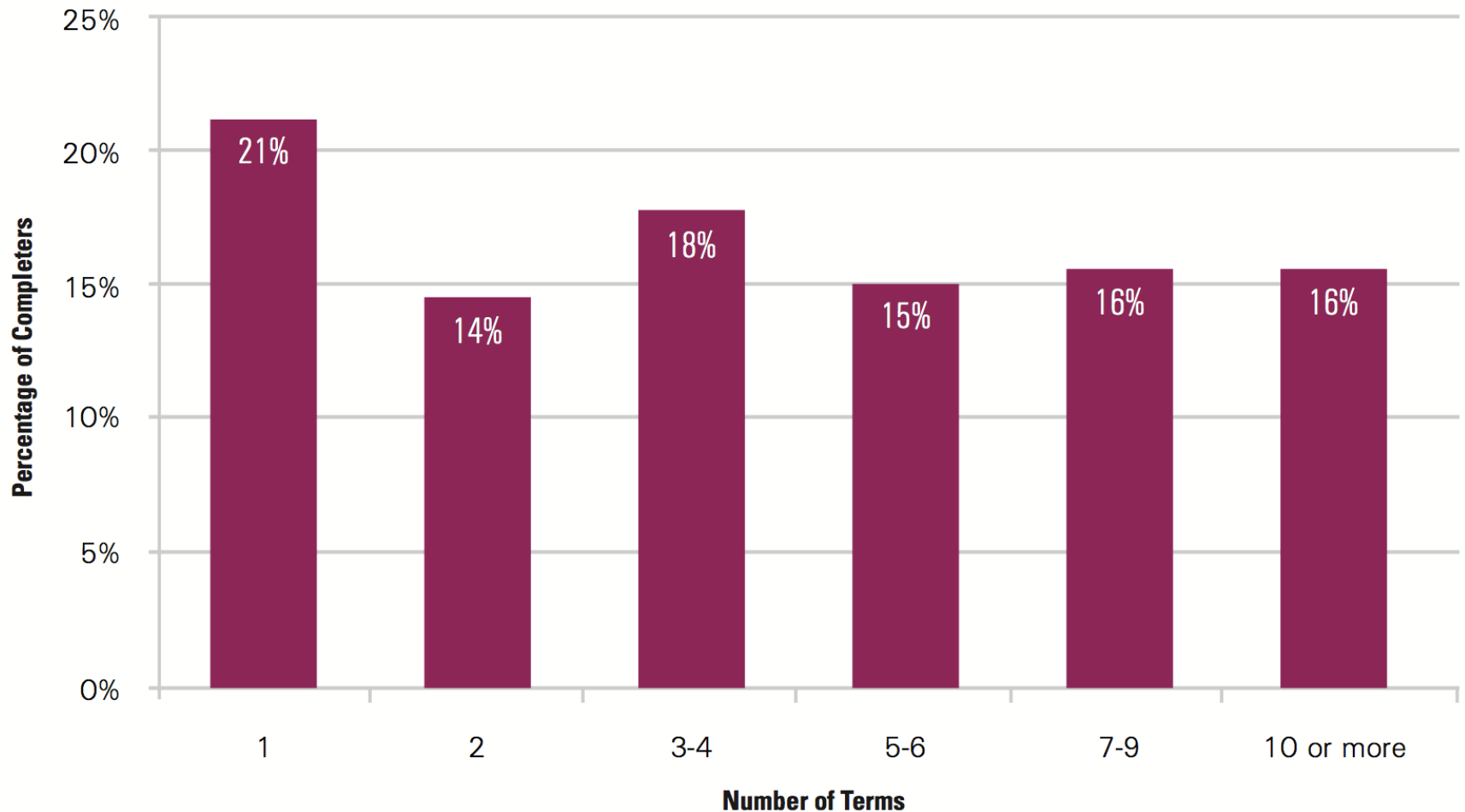
*Note: The state shown is the state in which the degree was awarded. The prior two-year enrollments may have occurred in any state. The institution levels are based on 2013 IPEDS institutional characteristics, with the Florida College System being the only exception. The 28 schools in that system offer four-year degrees, but all are categorized as two-year institutions for this analysis, meaning their enrollments are counted as contributing to four-year awards elsewhere, but their own awards are not counted in the denominator. This is in keeping with their traditional role as a primary point of access to higher education.*



# Number of Years Between Degree Completion at Four-Year Institution and Most Recent Prior Enrollment at Two-Year Institution

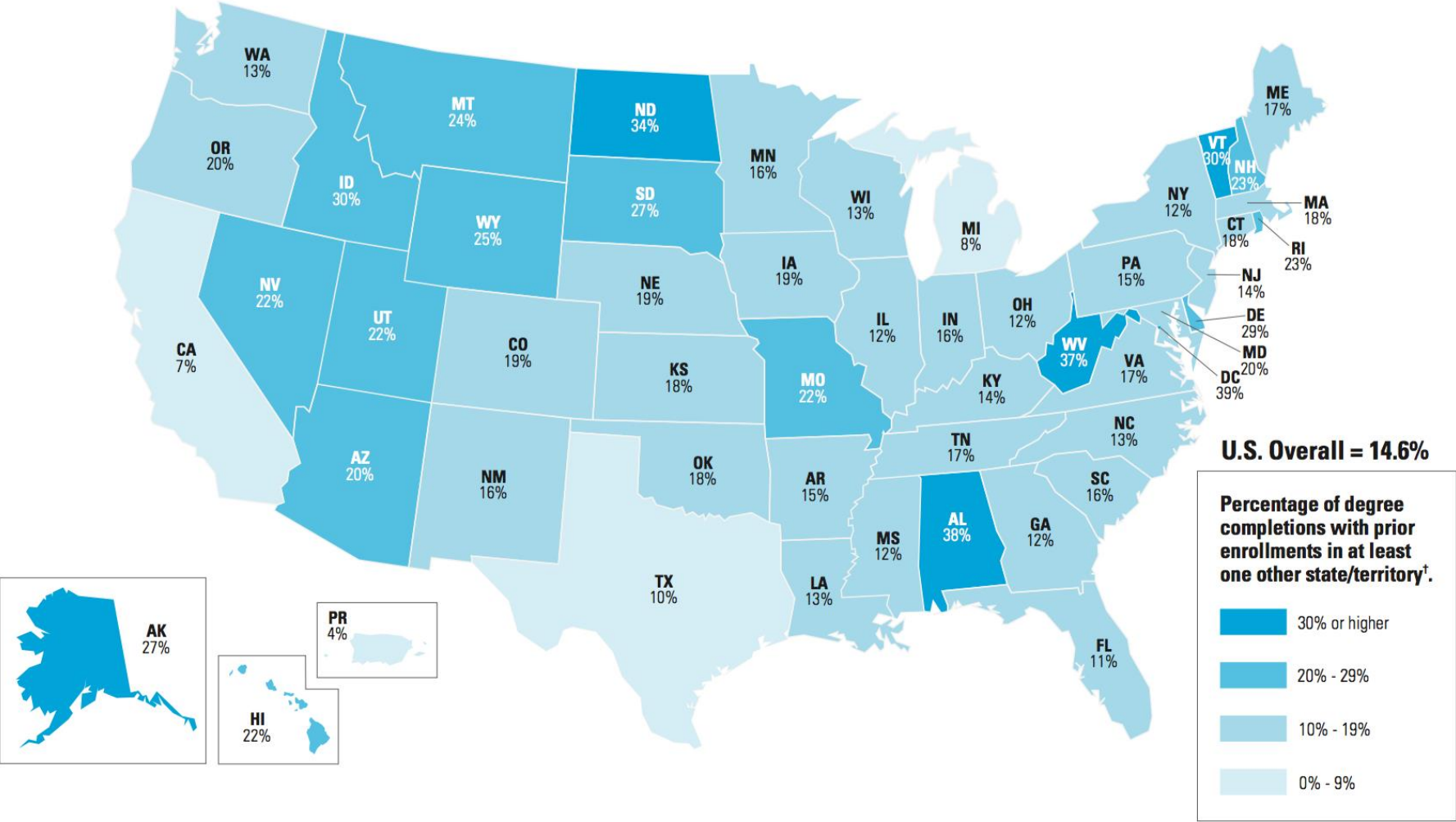


## Number of Enrolled Terms at Two-Year Institutions Prior to Degree Completion at Four-Year Institution\*



*\*Terms in this analysis are institutionally-defined, so term length varies. The average term length was 106 days.*

# Interstate Mobility of Students Awarded an Undergraduate Credential in 2013-14

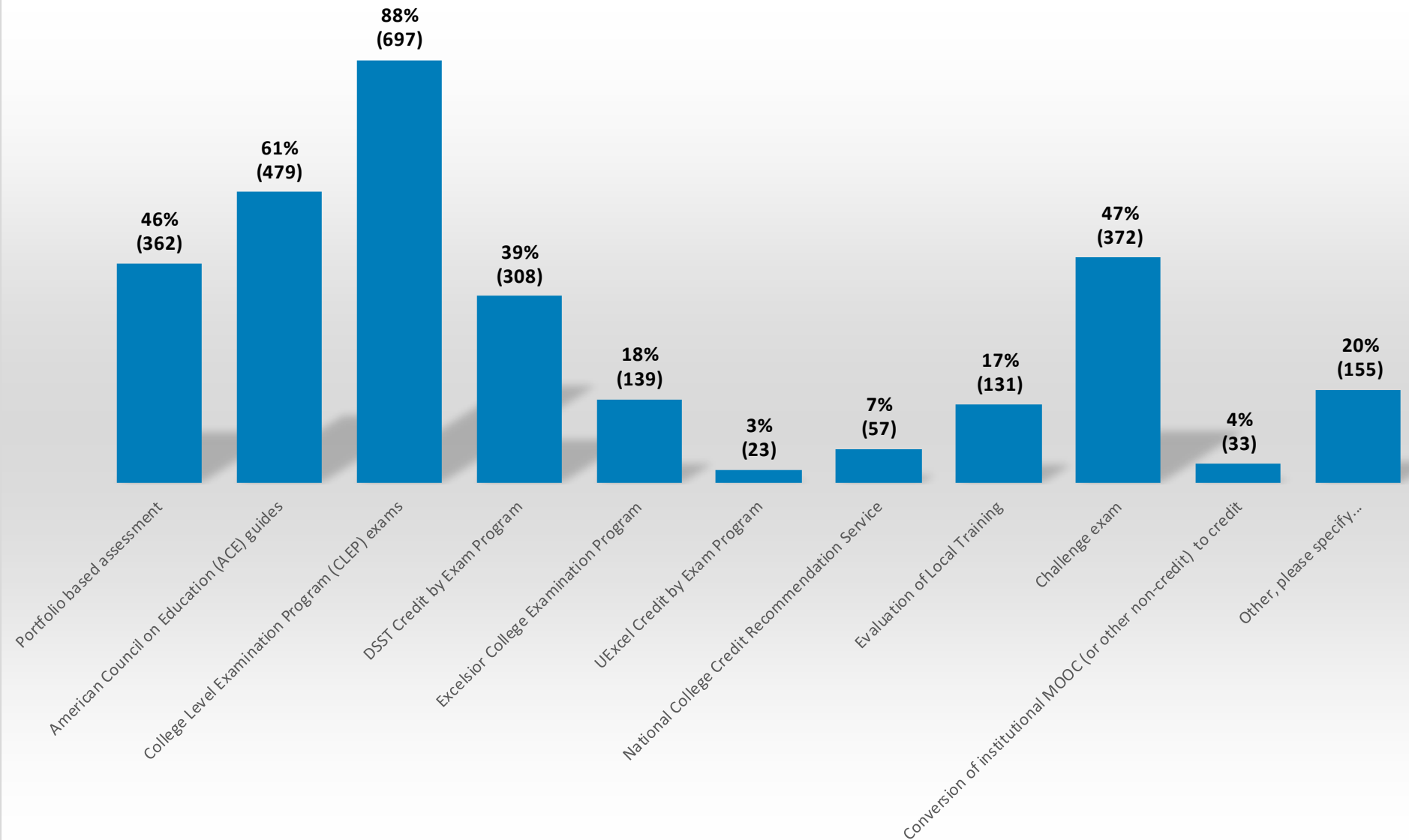


Students were counted once in each state where they earned an undergraduate credential between July 1, 2013, and June 30, 2014. Students with any enrollments or credentials from single institutions that span multiple states were excluded from this analysis. A student was counted as having had a prior enrollment in a different state if any of the student's enrollments prior to the 2013-14 completion date were in an institution whose state differed from that of the institution that awarded the 2013-14 credential. Enrollment histories were searched for the 10-year period prior to July 1, 2013.

# Other National Transfer Trends to Watch

- Reverse transfer
- Concern about credit loss
- Competency based education and “competencies” becoming the currency of transfer
- Credit for prior learning and prior learning assessment

# CPL Assessment Use by Respondents Who Said “Yes” (n=792)



# CPL Practices for Transcribing, Financial Aid and Reporting

	Credit counted in institutional GPA	Credit not counted in institutional GPA	Institutional (resident) Credit	Eligible for financial aid	Prior learning flag (indicator) for reporting	Total Responses
Portfolio assessment	17 (5.2%)	243 (75.0%)	85 (26.2%)	21 (6.5%)	118 (36.4%)	324
ACE guides	23 (5.2%)	399 (90.1%)	54 (12.2%)	20 (4.5%)	102 (23.0%)	443
CLEP	35 (5.5%)	571 (89.6%)	85 (13.3%)	33 (5.2%)	123 (19.3%)	637
DSST	8 (2.8%)	264 (91.3%)	29 (10.0%)	8 (2.8%)	68 (23.5%)	289
Excelsior	4 (3.0%)	122 (92.4%)	12 (9.1%)	6 (4.5%)	34 (25.8%)	132
UExcel	3 (13.6%)	18 (81.8%)	1 (4.5%)	1 (4.5%)	7 (31.8%)	22
National College Credit Recommendation Service	2 (4.0%)	45 (90.0%)	4 (8.0%)	3 (6.0%)	21 (42.0%)	50
Evaluation of Local Training	6 (5.1%)	95 (81.2%)	25 (21.4%)	7 (6.0%)	49 (41.9%)	117
Challenge exam	21 (6.1%)	223 (64.6%)	141 (40.9%)	25 (7.2%)	90 (26.1%)	345
MOOC (or other non-credit) conversion	3 (10.3%)	23 (79.3%)	4 (13.8%)	3 (10.3%)	12 (41.4%)	29
Other	6 (4.7%)	103 (81.1%)	23 (18.1%)	12 (9.4%)	32 (25.2%)	127