

LEGISLATIVE OVERSIGHT COMMISSION ON EDUCATION ACCOUNTABILITY

Senate Finance Committee Room
July 12, 2011

- **CCTCE Developmental Education Task Force**
Dr. Sarah Tucker, Post Doctoral Assistant / Research and Policy Analyst 1
- **Marcellus Shale**
Mr. Paul Schreffler, Vice President of Workforce Development, Pierpont
Community and Technical College 11
- **Status of Statewide College Access Initiatives Focusing on the College
Foundation of West Virginia**
Dr. Adam Green, Director, Division of Student Success and P-20 Initiatives 19
- **Postsecondary Student Transfer in West Virginia: Analysis and Policy
Recommendations**
Dr. Angela Bell, Interim Director of State Financial Aid Programs 37
- **Federal Financial Aid Update (verbal report)**
Dr. Angela Bell, Interim Director of State Financial Aid Programs
- **P-20 Statewide Longitudinal Education Data System (SLED) Progress Report**
Mr. Rob Anderson, Senior Director of Policy and Planning 89



West Virginia
Higher Education
Policy Commission



**Report to the Legislative Oversight Commission
on Education Accountability**

July 12, 2011

**DEVELOPMENTAL EDUCATION TASK FORCE
UPDATE**

ITEM: Developmental Education

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item Only

STAFF MEMBER: Sarah Tucker

BACKGROUND:

Increasing community college student completion has become a major national focus. The American Association of Community Colleges and the Association of Community College Trustees have issued the College Completion Challenge to community colleges across the United States, and the West Virginia Community and Technical College System has accepted this challenge.

To better understand how best to achieve our completion goals, we conducted an in-depth analysis of the students within the Community and Technical College System using the principles set forth by the nationally renowned Achieving the Dream Initiative. This initiative has found that one of the groups of students least likely to graduate are those enrolled in developmental education courses. Nationally and in West Virginia, about 60 percent of students in community and technical colleges take at least one developmental education course. Only 31 percent of students, nationally, pass a developmental math course, and less than a quarter of that 31 percent eventually earn a certificate or degree.

The following is an analysis of the completion rates of developmental education takers enrolled in the West Virginia Community and Technical College System. While our completion numbers are similar to national averages, with continued focused effort and the use of innovative developmental programs, we can improve the completion rates of the students we serve.

Brief Data Points for the West Virginia Community and Technical College System 2004 Cohort*

Year-to-Year Retention Rates

	Year 1 to 2	Year 2 to 3	Year 3 to 4	Year 4 to 5	Year 5 to 6
Certificate or Degree Awarded	90%	74%	48%	29%	15%
No Certificate or Degree Awarded	57%	34%	23%	15%	9%

Graduation Information

	Total	Certificate Awarded		Associate Degree or more Awarded	
		<i>Part-time</i>	<i>Full-time</i>	<i>Part-time</i>	<i>Full-time</i>
Average Time to degree	4 years	3 years	2 years & 2 semesters	4 years & 1 semester	4 years
Average Credit hours	73	60	69	62	76
Graduation Rate Age 18-24	24%	1%	3%	15%	22%
Age 25 and older Graduation Rate	21%	2%	4%	15%	20%
Overall Graduation Rate	23%	2%	3%	15%	21%

Developmental Education Information

	Math	Reading	English
Percent taking developmental education	51%	15%	31%
Percent of successful developmental takers	58%	68%	61%
Percent of successful developmental takers passing 1 st college-level in subject course	23%	31%	52%
Graduation rate of developmental students overall	11%	11%	13%
Graduation rate of students failing 1 st developmental course	3%	2%	4%
Graduation rate of students passing 1 st developmental course	17%	15%	19%

* The data presented in these tables represent all first-time Freshmen students with declared majors who enrolled in Community and Technical Colleges in 2004. The graduation information is measured at 6 years.

The Cohort Used to Measure Success: Enrollment and Demographic Characteristics

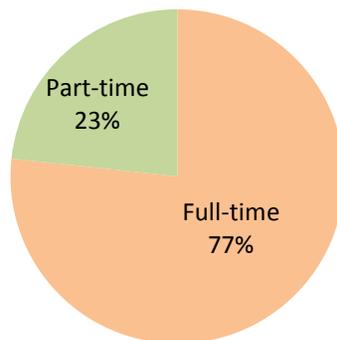
The West Virginia analysis tracked all first time community college students (full and part-time) entering in 2004 for six years from their date of entry. As with the federal method, this analysis only included those students who were degree or certificate seeking as indicated by their registration files. Using this practice, 4.7 percent of the 2004 cohort was excluded, as these were students who had undeclared degree objectives. There were 4,871 first-time freshmen students with declared degree objectives enrolled in West Virginia Community and Technical Colleges in 2004.

The first part of this analysis focuses on the enrollment and demographic characteristics of the first-time-in-college, award-seeking cohort. The questions include: What percentage of these students enrolled full-time versus part-time? What was the age distribution of the first-time students?

Full-time versus Part-time Enrollment

Full-time students (enrolled in 12 or more credit hours) constitute the majority of students enrolled in community colleges in West Virginia. The rate varies substantially between colleges with the lowest percentage of full-time students enrolled in Eastern West Virginia Community and Technical College, 34.6 percent, and the highest percentage enrolled in Southern West Virginia Community and Technical College, 82.5 percent.

Full- and Part-time Student Enrollment in West Virginia CTCs



Age Distribution of Entering Students

About 50 percent of the entering cohort was recent high school graduates (had a high school graduation date in the immediately preceding academic year). However, 68.6 percent of the cohort would be considered traditional-age students of 18-24 years and 25 percent were 25-44 years old. These numbers varied significantly among colleges, with Bridgemont CTC and WV Southern CTC having the highest proportions of traditional aged students, and Eastern CTC and WV Northern CTC having the highest proportions of adult students.

Academic Indicators

Early academic indicators have long been found to be a predictor of later college success. As a result, we assessed the percentage of students who enrolled in various courses as well as the success of students enrolled in each of these courses. In the 2004 cohort, 37.8 percent of students enrolled in a college level English course in their first semester, while 9.6 percent of students enrolled in a college level math course.

About 60 percent of the entering cohort enrolled in a developmental reading, writing, or math course. The following table presents a breakdown of the percent of the 2004 cohort who enrolled in various developmental courses.

Remedial Course Enrollment, First Semester

Course	Percent of Students
Developmental English	31%
Developmental Math	51%
Developmental Reading	15%

Overall, the majority of students successfully completed their developmental courses and their college level English and math courses. In developmental courses, the completion rate was highest in developmental reading and lowest in developmental math.

Percent of Students Successfully Completing Various First Semester Courses

Course	Percent of Successful Students
Developmental English	61.3%
Developmental Reading	68%
Developmental Math	57.8%
College English	66%
College Math	58%

Student Outcomes

The focus of this analysis was on outcomes achieved by students within six years of initial enrollment in community college. Students who achieved one of the following outcomes within six years of their initial enrollment were counted as successful:

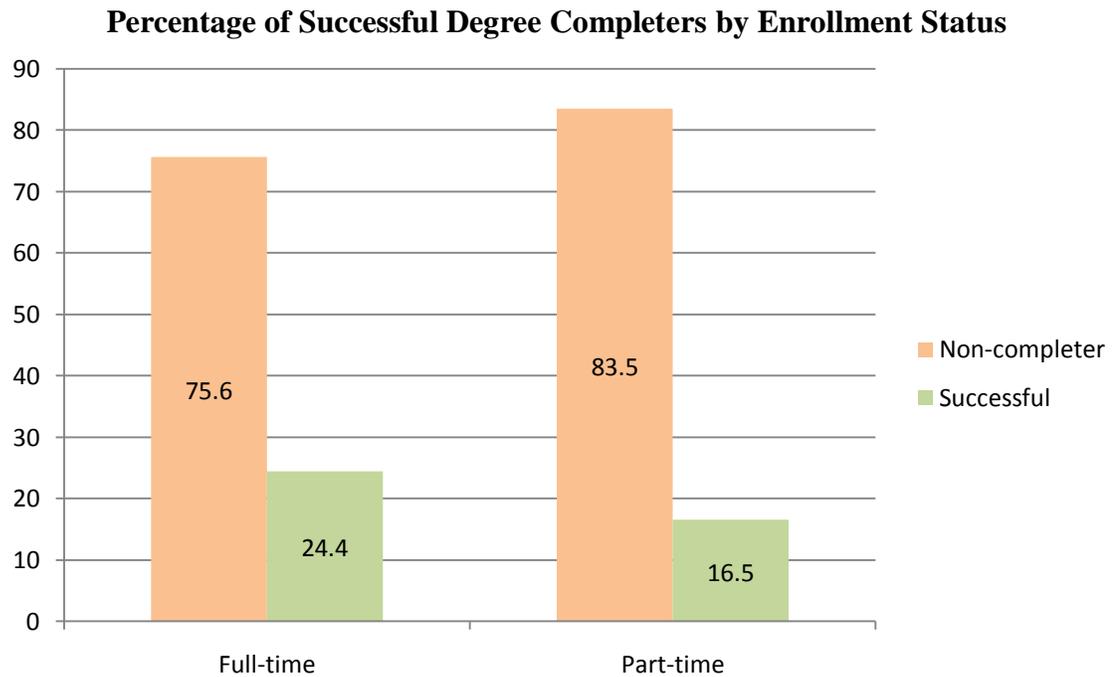
- Earned an Associate's Degree.
- Earned a one year undergraduate certificate.
- Earned a Bachelor's Degree or higher.

Overall Success Rates

In the 2004 cohort, **22.6 percent** of students earned a certificate or degree within six years. Of those who earned degrees or certificates, 12 percent earned one year undergraduate certificates, 66.5 percent earned associate's degrees, and 21.5 percent earned bachelor's degrees or higher from a public WV higher education institution.

Success Rates by Initial Enrollment Status

Full-time students were more likely to attain successful outcomes than part-time students. There was an 8 percentage point difference between the two groups.



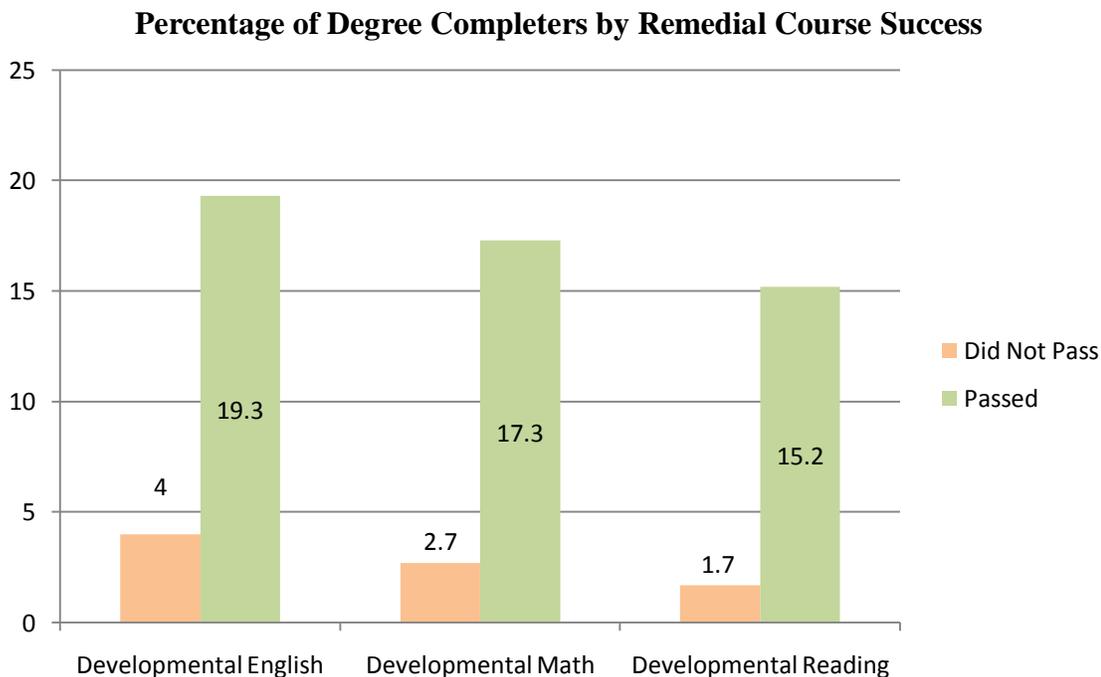
Success Rates by Age

Traditional students (those aged 18-24) were more likely to have successful outcomes than were other students. About 24 percent of traditional students were successful, compared to about 21 percent of both non-traditional students (aged 25-44) and students 45 years old and above. Students under age 18 were the least likely to have a successful outcome, about 18 percent of these students went on to achieve a certificate or degree.

Success Rates by First Semester Course Enrollment

The type of courses in which students enroll in the first semester is associated with whether or not a student is ultimately successful. Consistent with national trends, students who enroll in developmental math, English, or reading courses were less likely to earn a degree or award

within six years (about 15 percent were successful). However, students who passed their developmental courses were significantly more likely to obtain a degree.



Further, passing college-level math and/or college-level English were both strong predictors of obtaining a degree or certificate. Forty-two percent of students who completed math went on to receive a degree, while about thirty-four percent of students who completed English did the same.

Drop Out Trends

Looking at drop out trends can be just as useful as looking at success rates for institutions trying to increase their completion rates. To conduct this analysis, we were only interested in those students who had not earned a degree or certificate after five years. We chose this group because we wanted to assess when our non-degree earning students left the CTC system. The following table represents the drop out trends for those students who did not earn a certificate or degree.

Percentage of Unsuccessful Students who dropped out of the CTCs System by Year

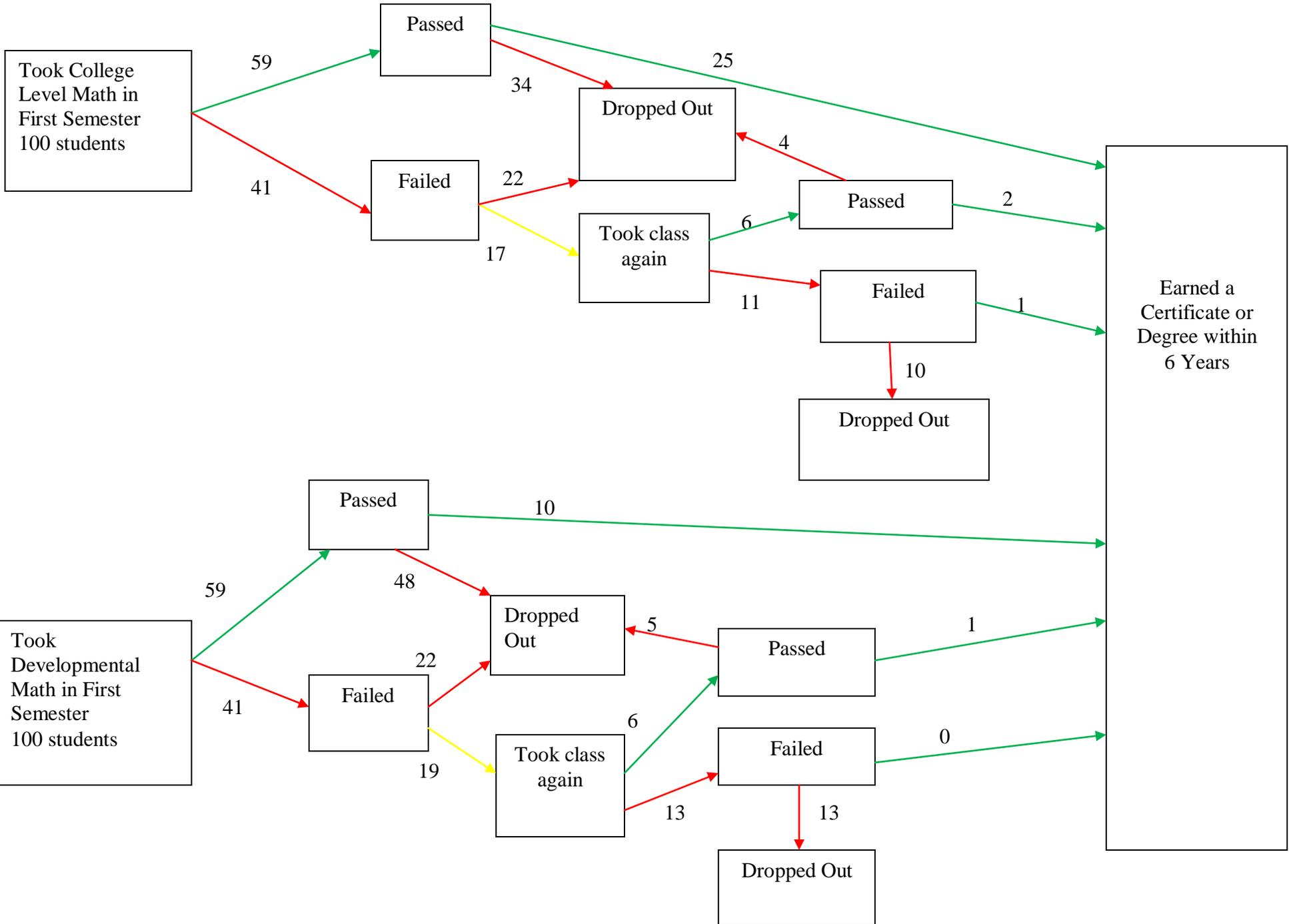
Designated School Year	Cumulative Percent of Unsuccessful Students who Dropped Out
The end of 2004-05	42.8%
The end of 2005-06	65.9%
The end of 2006-07	77.2%
The end of 2007-08	84.8%
The end of 2008-09	90.6%

In an effort to determine which students dropped out of the Community and Technical College System, we traced the completion patterns of groups of students based on their first semester course enrollment. We found, as would be expected that the vast majority of students who failed, withdrew, or received an incomplete in their first semester courses dropped out of the Community and Technical College within one to two years. This trend was across developmental and college level courses in reading, English, and math. However, we also found that those students who successfully completed their first remedial or college-level math courses dropped out of college at an unexpectedly high rate.

The following diagram provides a detailed picture of where and when students drop out of school. For the sake of clarity, we will lead you through this diagram in the following few sentences. On the left side of the diagram there are two boxes: took college level math in first semester, and took developmental math in first semester. Imagine that each box represents 100 students, such that 100 students took a college level math course in their first semester, and 100 students took a developmental math course in their first semester. Focusing just on the developmental math box, we can see that 59 of those original 100 students passed their first developmental math course, whereas 41 of the students failed their developmental math course. Continue to follow those 41 students who failed their first developmental math course, 19 of them took developmental math again, while 22 of them dropped out of college. Of the 19 who repeated developmental math, about 6 passed the course, while about 13 failed. If you focus on the 59 students who passed their first developmental math course, you can see that 10 ultimately achieved a certificate or degree within 6 years, while 48 of them dropped out of college.

These numbers highlight the great challenges facing the Community and Technical College System on its Completion Agenda quest. However, with additional focused effort, we can improve completion rates. On average, students who enroll in developmental courses have completed about 23 credit hours before they dropped out of school. Students who did not enroll in developmental courses earned an average of 21 credit hours before they dropped out of school. One year certificates take 30 hours to complete and provide students with credentialing that may afford them better jobs and/or higher wages. The average student who drops out is near to completing that goal, while many who have dropped out have far surpassed it. If we target these students while continuing to investigate ways to improve our developmental courses through innovative programs such as I-Pass, we may be on our way to meeting our completion goals.

Completion Patterns of Students based on their Initial Math Course Enrollment





**Report to the Legislative Oversight Commission
on Education Accountability**

July 12, 2011

**OIL AND GAS INDUSTRY
WORKFORCE DEVELOPMENT EFFORTS
UPDATE ON MARCELLUS SHALE**

OIL AND GAS INDUSTRY

For the period ending 7/1/2011

Initial Sector Study / Analysis

- ❖ WVCTCS-sponsored a study of Energy industry sector, including Oil & Gas, initiated in the Spring of 2006
- ❖ Workforce development directors at various colleges assisted with company interviews
- ❖ WVCTCS conducted a sector workforce needs assessment, analyzed and compiled the study data
- ❖ Survey questions focus:
 - Identify shortage of qualified job candidates
 - Due to number of applicants?
 - Due to lack of skill sets, and if so, what's missing?
 - Identify jobs currently in demand, or in short supply
 - Next 2 to 5 years
 - Average and top hourly wages
 - Education required
 - Identify current age of employees
 - Identify tuition reimbursement opportunities
 - Identify demographic characteristics of companies
- ❖ Survey report and analysis issued May 2007
 - 73 companies contacted, 60 participated
- ❖ Survey results:
 - 77% of respondents - shortage of qualified job applicants
 - 63% of respondents - lack of applicants with correct skill sets, not a lack of the raw number of applicants
 - Missing skills:
 - Basic knowledge of industry
 - Experience in operating specific equipment
 - Equipment troubleshooting and maintenance
 - Clean drug test, background check, driving record

- Other issues:
 - Some employers preferred oilpatch experience for entry-level positions
 - Often use ‘word-of-mouth’ for employee search, or staffing firms
 - Small to mid-size companies sometimes do not have an HR department, thus hiring for entry-level often occurs at rig site or through word-of-mouth
 - Not connected at that time to CTCs or other educational providers
 - High turnover rate in entry-level positions, high mobility between companies
 - Highly diverse industry, many separate operations at each well site
 - None of the positions listed (at that time) would provide more than 100 openings annually in WV
- Positions identified as top priority:
 - Floorhands
 - Largest group in study (999 current employees within responding companies at that time)
 - 18% of total number of critical positions
 - Requires minimal formal education (2/3 of respondents indicated ‘no education’ required, 1/3 HS or GED required)
 - Youngest average age
 - Entry salary between \$12 and \$17
 - Heavy equipment operators
 - Driving large vehicles to and from, and on rig sites
 - Requires CDL license

Programmatic Offerings

❖ Floorhand Training

- Developed and offered through Pierpont CTC, since the greatest need was identified in the north-central region of the state (north of Flatwoods)

- International Association of Drilling Contractors (IADC) RigPass certification course chosen as primary offering
 - Industry orientation and safety program, recognized throughout the world
 - Drug test first morning of program, passage is a pre-requisite for participation
- Added First Aid / CPR content
- Added two days on rig floor simulator, to provide hands-on skill training
 - Located in Buckhannon, in partnership with Fred Eberle Technical Center
- To date, 314 students have completed this program
- Collaboration with WorkforceWV ensures that each graduate has a current resume, on file with the agency
- ❖ Now offering one-day SafeLandUSA training program
 - 85 participants at Mountaineer Challenge Academy
 - 12 participants at a last year's WVONGA conference
 - Included staff from BrickStreet insurance
 - Will offer same to upcoming IOGA conference participants
- ❖ Specialized OSHA 10-Hour course (developed by WVU Safety & Health Extension through an OSHA grant) has been offered to multiple companies. Pierpont revised both the OSHA and SafeLand presentations to streamline content and meet industry needs.
- ❖ Revised and wrote additional competency-based training curriculum for Superior Well Service. Adjusted their approach to reach hands-on, adult learners so that safety is ingrained and applied after the training session. They plan to take this approach corporation-wide
- ❖ Established a training relationship with Savanna Energy, to train their incoming workers
- ❖ Working with Weatherford and Key Energy to deliver safety training
- ❖ Offered specialized equipment knowledge training to sales staff of supplier companies
- ❖ Provided training to other insurance carriers for this industry
- ❖ Now offering an online, 3-D, virtual simulation training solution for Floorhand, Derrickhand, Driller, and Oilfield Maintenance workers
 - Pierpont is the only school in the Marcellus region able to offer this innovative training methodology

Partnerships

- ❖ Dominion
 - Provided a grant to Pierpont for the development of applied English/communication modules to meet industry needs
- ❖ WVONGA
 - Participate in conferences, workshops and meetings
 - Co-sponsor training for members at discounted rate
 - WV Energy Education Alliance, Workforce Development Committee
 - This committee became EnergizeWV
 - Significant work done in public education, especially with K-12 teachers and through them, K-12 students, as to the role of the Oil & Gas industry for the energy needs within the state
 - Provided \$3,700 cash match to HB 3009 grant
- ❖ IOGA
 - Participate in conferences and meetings
 - Co-sponsor training for members at discounted rate
- ❖ WV Desk & Derrick Club
 - Participate in conferences and quarterly meetings
 - Has provided two \$500 student scholarships for IADC RigPass training
- ❖ Chesapeake
 - Provided significant matching funds for initial HB 3009 grant
 - \$90,000 cash from Chesapeake
 - \$119,420 provided by state of WV through this grant
 - Provided \$8,000 for simulator upgrade to hydraulic controls
- ❖ Union Drilling
 - Provided significant in-kind support (\$21,000) for fabrication of drilling simulator
- ❖ Key Energy
 - Provided in-kind support (\$2,600) via donation of training equipment
- ❖ Weatherford
 - Provided in-kind support (\$1,300) via donation of training equipment

❖ ShaleNet

- US Department of Labor Grant, \$5 million, recently awarded to a set of partner colleges and organizations across the Appalachian Basin
- WV Northern and Pierpont are partners within West Virginia
- We participate in all meetings and industry listening sessions organized by this partnership
- Focus is to provide a wider range of skill training for the industry and clear pathway to employment

Going Forward

- ❖ Collaborating with other educational institutions, both secondary and post-secondary, to offer Rig Pass training
 - With WV Northern Community College, multiple sessions planned for companies in the northern panhandle
 - With Monongalia Technical Center (MTEC) in Morgantown, September 19-22
 - With Westmoreland Community College at Southpointe, PA, October 10-14
 - With Community College of Beaver County, Monaca, PA, October 24-28
- ❖ In collaboration with EQT and other companies, Pierpont is exploring how to address skill development and education in the land management arena. We may add courses to our current Paralegal program to create an emphasis for Oil & Gas

Industry Focus Group Recommendations:

- ❖ “In addition to new program development for many of the jobs in the energy industry, a better strategy may be for the community and technical colleges to evaluate their current programming in maintenance and technical equipment operations and add a component which would address the needs of the energy industry.”
- ❖ This is currently being done throughout the state through the development of programs in Mechatronics
 - Combination of mechanical, electrical/electronic, computer control systems
 - Applied engineering program
 - Supplies technician-level employees to a range of industry sectors, including Oil & Gas, with a broad level of troubleshooting, repair and maintenance skills appropriate for many of the jobs identified
 - The Mechatronics curriculum at Pierpont has been written as competency-based and matched to general education outcomes as a proactive and forward-thinking step to the college’s upcoming accreditation process

❖ ShaleNet II Grant

- TAA C3T grant applied for, \$11.4 million, Pierpont identified as a partner in this application
- Will allow WV to access additional training curriculum, identified in partnership with industry participants
- Will allow WV partners to share in other equipment and resources



West Virginia Higher Education Policy Commission

**Report to the Legislative Oversight Commission
on Education Accountability**

July 12, 2011

**STATUS OF STATEWIDE COLLEGE ACCESS INITIATIVES FOCUSING
ON THE COLLEGE FOUNDATION OF WEST VIRGINIA**



West Virginia Higher Education Policy Commission
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(304) 558-0699
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MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability

FROM: Adam S. Green

DATE: July 12, 2011

RE: Status of Statewide College Access Initiatives Focusing on the College Foundation of West Virginia

In 2008, the West Virginia Higher Education Policy Commission (Commission) received a two-year federally funded College Access Challenge Grant to develop a comprehensive online portal designed to help students and families plan, apply and pay for education and training beyond high school. The result is **cfwv.com**, College for West Virginia Foundation, an interactive web site that streamlines the college-readiness process by consolidating previously decentralized resources and allows students of all ages to create personalized college and career planning portfolios.

CFWV.com, however, is more than just a web site. The construction of this web portal has fueled statewide collaboration and allowed the Commission to leverage other funds and partnerships in order to bolster West Virginia's existing college access initiatives.

The cfwv.com site has served as a centerpiece for establishing a structured and coordinated college access organization. The Commission serves as the fiscal agent for the state's federally funded GEAR UP grant, which was also awarded in 2008. Utilizing the momentum of both the College Access Challenge Grant and the GEAR UP grant, the Commission was able to begin building a solid infrastructure designed to ensure that more students pursue and succeed in postsecondary education.

In Fiscal Year (FY) 2010, the West Virginia Legislature invested \$2 million to help market the resources available through cfwv.com and fuel a college-going culture in West Virginia. These funds were intended to support the state's college access marketing and outreach initiatives through the close of FY 2011. Two years after this initial appropriation, the Commission has been able to leverage these state dollars to secure myriad additional federal and private funds,

July 11, 2011

Page 2

including a private grant to support College Goal Sunday, a one-day financial aid awareness event; a private grant to support the attraction and retention of adult learners within the state's public higher education systems; and another federal College Access Challenge Grant, which was awarded to the Commission in August of 2010 and is expected to be renewed through 2015.

From the onset, the Commission was determined to utilize the legislative appropriation and the various federal funds in the most effective and efficient way possible. Thus, the college access marketing campaign has been designed to encourage citizens to pursue college, and to position cfwv.com as the best resource for accomplishing that dream. Funds and resources provided by West Virginia GEAR UP have allowed the Commission to build extensive partnership networks dedicated to informing and engaging citizens throughout the state, while funds from the second federal College Access Challenge Grant have allowed the Commission to not only maintain but also expand the cfwv.com portal.

The return on the Legislature's investment and the success of these collaborative initiatives is significant. Since the launch of cfwv.com in October 2009, more than 71,000 individuals have created an account on the web site. Students, parents and educators throughout the state have utilized cfwv.com as a planning resource and the College Foundation of West Virginia is quickly approaching widespread adoption. Such outcomes have allowed the Commission to build a more sustainable college access program.

Increasing College Access & Success Through the Creation and Implementation of a Public Agenda



Presented to the Legislative Oversight Commission on Education Accountability
July 12, 2011



Increasing College Access & Success Through the Creation and Implementation of a Public Agenda: An Overview

- Developing the Plan
 - Intentional, achievable and measurable
- Securing Resources
 - State, federal and private
- Building Capacity
 - Educating, engaging and sustaining



The 2007-12 Master Plan: Zone of Emphasis

A Focus on Student Access



Cracks in the Pipeline

State	For every 100 Ninth Graders	Graduate from High School	Enter College	Still Enrolled Sophomore Year	Graduate within 6 years
Massachusetts	100	77	58	42	30
Pennsylvania	100	79	51	37	30
Virginia	100	71	49	34	24
Delaware	100	66	43	32	23
Missouri	100	78	47	32	22
Ohio	100	73	46	33	22
Nation	100	70	44	30	21
North Carolina	100	66	44	30	19
Tennessee	100	71	44	29	19
Maryland	100	73	46	31	19
Georgia	100	59	41	27	17
Arkansas	100	75	47	29	17
Oklahoma	100	75	42	25	17
West Virginia	100	72	43	28	17
Florida	100	60	35	24	16
Kentucky	100	69	42	28	16
Mississippi	100	60	46	27	15
South Carolina	100	54	38	24	15
Alabama	100	64	43	27	15
Louisiana	100	58	38	25	15
Texas	100	65	37	24	14

Source: National Center for Higher Education Management Systems (2008)



Enrollment of Recent High School Graduates

	Average Estimated Percent of Recent High School Graduates in College
United States	63.82
SREB states	62.52
Alabama	66.66
Arkansas	62.51
Delaware	66.13
Florida	58.84
Georgia	69.58
Kentucky	60.93
Louisiana	65.25
Maryland	62.91
Mississippi	77.41
North Carolina	66.00
Oklahoma	56.01
South Carolina	70.39
Tennessee	61.59
Texas	56.87
Virginia	68.66
West Virginia	59.05

- In 2010-11, there are **18,342** seniors enrolled in public high schools across the state.
- If participation rate were to increase to that of the best performing SREB state, WV would expect to see an increase of **3,517** first time freshmen entering higher education.
- Contextually, this is larger than the combined freshmen classes for fall 2010 at Marshall University (**1,961**), Fairmont State University (**778**), and Shepherd University (**769**).

Digest of Education Statistics 2010



West Virginia Higher Education Policy Commission

Educational Attainment - SREB States

	1990	1995	2000	2005	2009	% Change
United States	20.3%	23.0%	24.4%	27.2%	27.5%	7.2%
SREB States	18.6%	19.9%	22.4%	23.8%	25.3%	6.7%
Alabama	15.7%	17.3%	19.0%	21.4%	21.5%	5.8%
Arkansas	13.3%	14.2%	16.7%	18.9%	18.9%	5.6%
Delaware	21.4%	22.9%	25.0%	27.6%	27.5%	6.1%
Florida	18.3%	22.1%	22.3%	25.8%	25.6%	7.3%
Georgia	19.6%	22.7%	24.3%	27.1%	27.1%	7.5%
Kentucky	13.6%	19.3%	17.1%	19.3%	20.0%	6.4%
Louisiana	16.1%	20.1%	18.7%	20.6%	20.6%	4.5%
Maryland	26.5%	26.4%	31.4%	34.5%	35.2%	8.7%
Mississippi	14.7%	17.6%	16.9%	18.7%	19.1%	4.4%
North Carolina	17.4%	20.6%	22.5%	25.1%	25.8%	8.4%
Oklahoma	17.8%	19.1%	20.3%	22.4%	22.4%	4.6%
South Carolina	16.6%	18.2%	20.4%	23.0%	23.5%	6.9%
Tennessee	16.0%	17.8%	19.6%	21.8%	22.4%	6.4%
Texas	20.3%	22.0%	23.2%	25.1%	25.4%	5.1%
Virginia	24.5%	26.0%	29.5%	33.2%	33.4%	8.9%
West Virginia	12.3%	12.7%	14.8%	16.9%	17.1%	4.8%

WV ranked **16th** in the SREB in 2009 and **50th** nationally.

In order to reach the SREB average, we need to create/import **103,002** college graduates.



West Virginia Higher Education Policy Commission

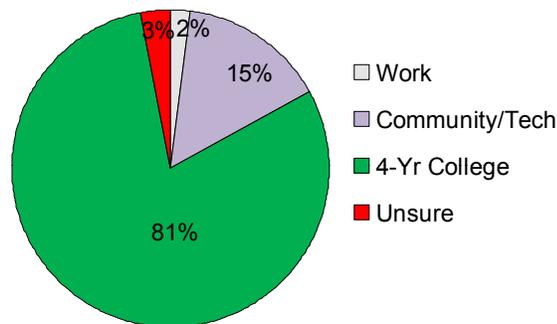
What we know: More data

- 8 of 10 high school graduating seniors (2010 Senior Opinions Survey) said that had taken high school courses that prepared them for college.
- 29% of 2009 public high school graduates enrolled in public higher education institutions enrolled in at least one developmental (remedial) course.
 - 15% (public 4-year)
 - 39.4% (public 4-year excluding WVU, Marshall, Shepherd)
 - 64% (public 2-year)
- First-time full-time freshmen receiving a bachelors degree within 6 years from any WV institution: 48.5% (2010)



According to a recent public opinion poll conducted by the Commission, a strong majority (81%) prefer their high school graduate attend a four-year college or university.

Question: Assume you had a child just graduating high school. What would you prefer the next step to be?



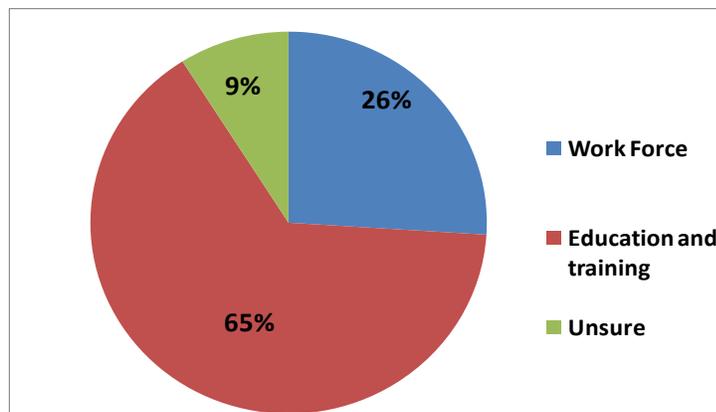
Nearly eight in ten (78%) respondents believe that a four-year college education is “very important” to quality of life.

Question: *How important are the following levels of education in contributing to one’s overall quality of life?*



What the public thinks about our education

Question: *Do you believe WV's K-12 education system should focus more on preparing students for...?*



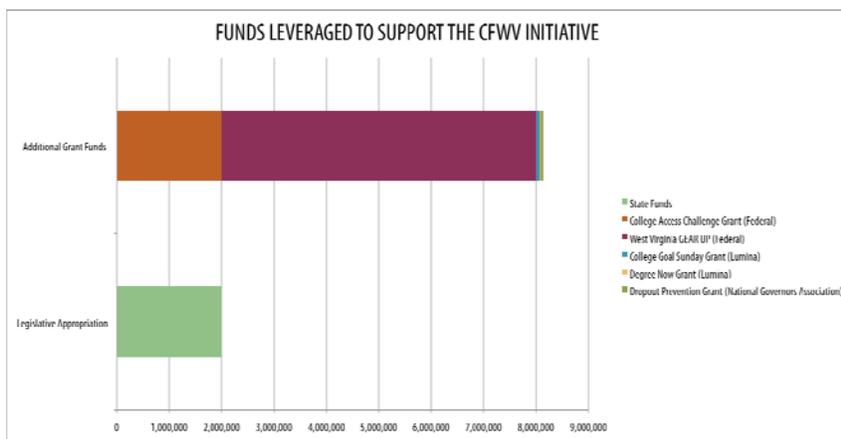
Creating and Implementing the Public Agenda: Securing Resources

In order to bolster college access initiatives, the Commission has worked to secure direct funding from state, federal and private sources and to encourage community and corporate provisions of fiscal and human capital:

- State Investment: \$2 million one-time legislative appropriation
- Grant Funds:
 - Federal: College Access Challenge Grant
 - Federal: GEAR UP Grant
 - Lumina: College Goal Sunday Grant
 - Lumina: Adult Learner/Non-Traditional Student Grant
 - National Governor’s Association: Dropout Prevention Planning Grant



Creating and Implementing the Public Agenda: Securing Resources



Creating and Implementing the Public Agenda: Securing Resources

➤ Institutional Partnerships:

- Concord University, Glenville State College, Shepherd University, Southern West Virginia Community and Technical College and West Virginia University house Commission-funded employees who focus on college access and community engagement throughout the state;
- Institutions lead and coordinate various statewide collaborative initiatives, including: P-20 Collaborative Task Force; Adult Learner Task Force; Veteran's Outreach Task Force; College Completion Task Force; Statewide College Fair Tour; State Fair outreach events, etc.

➤ LEA Commitments:

- West Virginia GEAR UP county and school grant agreements
- Regional Education Service Agency (RESA) outreach partnerships

➤ Corporate and Community Sponsorships and Partners:

- Private organizations often fund program and participation incentives.
- Community groups, such as the Education Alliance and 4-H, integrate college planning within their activities and outreach.



Creating and Implementing the Public Agenda: Building Capacity

To build capacity, the Commission has identified and pursued three main goals in increasing college access:

- Educating and Increasing Public Awareness
- Engaging Communities and Soliciting Active Civic Participation
- Sustaining Support to Build a College-Going Culture



Creating and Implementing the Public Agenda: Building Capacity

PLAN, APPLY & PAY FOR COLLEGE...
www.cfwv.com

Financial Aid 101
COLLEGE AID: FEDERAL, STATE, LOCAL, STATE-LEVEL AND FEDERAL AID.

Admissions 101
CHOOSING A COLLEGE AND DESIRABLE PROGRAM: WHAT MATTERS (AND WHAT DOESN'T)?
COLLEGE APPLICATIONS: KNOW THE LAND AND THE PROCESS

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YOU CAN GET HELP GETTING YOURS.

REASON #64
I work hard to raise my kids right. I tell them to do their best and to finish what they start.

Planning, applying and paying for college...

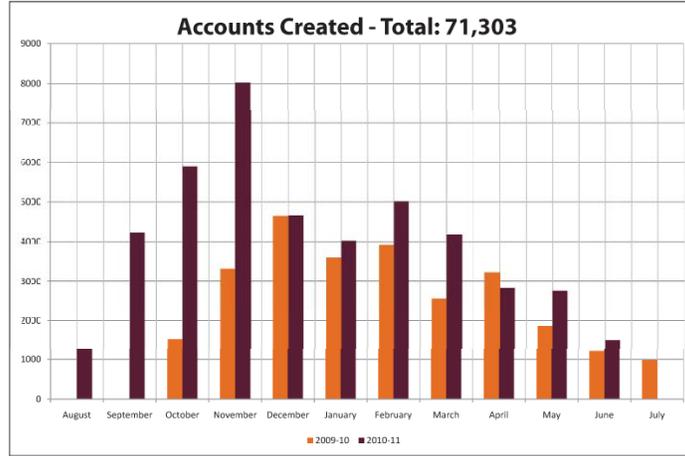
YOU CAN GET HELP GETTING YOURS.

CFWV
Commonwealth Foundation of Virginia

Creating and Implementing the Public Agenda: Early Results

- Increased participation-levels among target audiences
 - Over a period of 21 months, more than 71,000 individuals have created accounts on cfwv.com.
 - More than 600 educators were trained to use the site over the same period.
 - Nearly 30,000 college applications have been submitted through the site.
 - More than 6,000 adult learners have created accounts on the site.
 - College enrollment has steadily increased.
 - A significantly higher number of students report having spoken with someone about the college-going process.

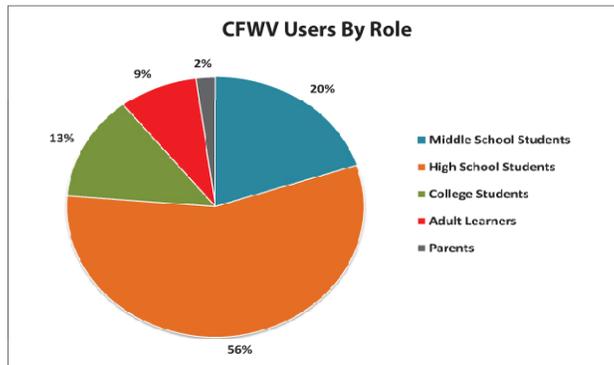
Creating and Implementing the Public Agenda: Early Results



Source: College Foundation of West Virginia Utilization Statistics (June 2011)



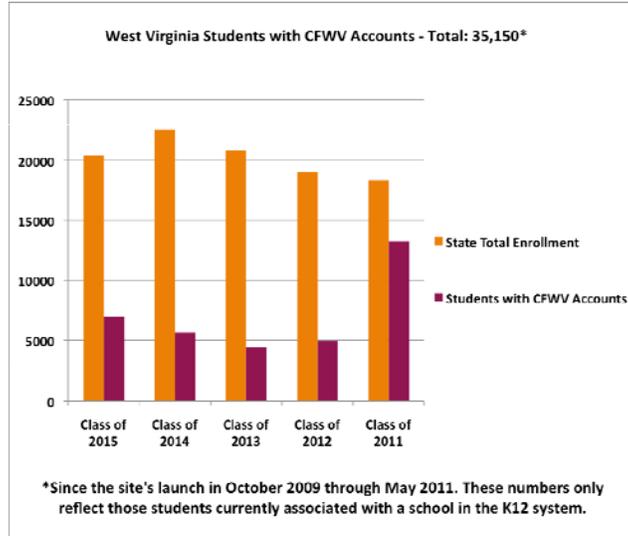
Creating and Implementing the Public Agenda: Early Results



Source: College Foundation of West Virginia Utilization Statistics (June 2011)



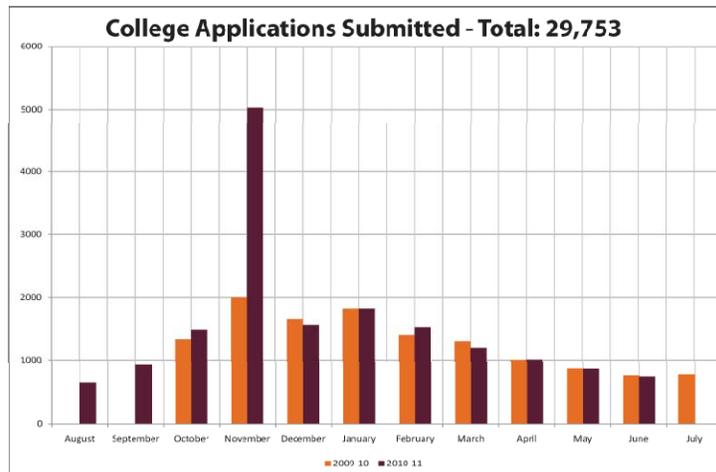
Creating and Implementing the Public Agenda: Early Results



Source: College Foundation of West Virginia Utilization Statistics (May 2011); West Virginia Department of Education Second Month Enrollment Figures (2010)



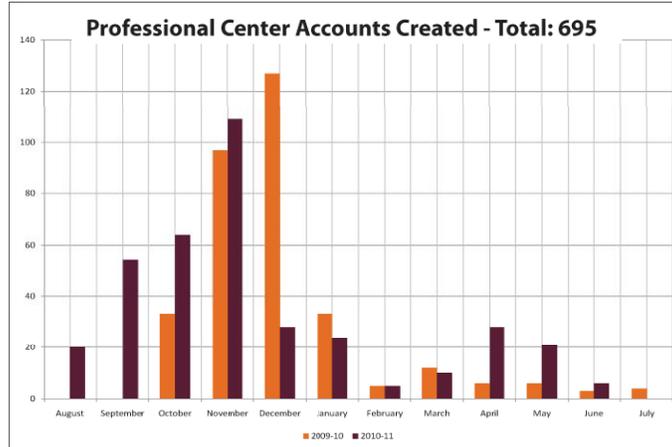
Creating and Implementing the Public Agenda: Early Results



Source: College Foundation of West Virginia Utilization Statistics (May 2011)



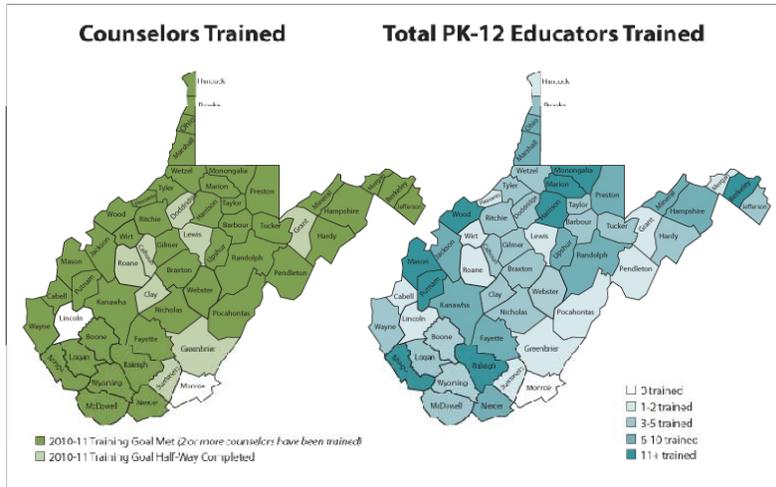
Creating and Implementing the Public Agenda: Early Results



Source: College Foundation of West Virginia Utilization Statistics (June 2011)



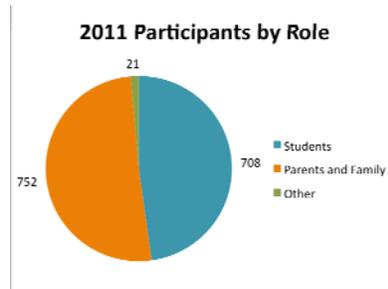
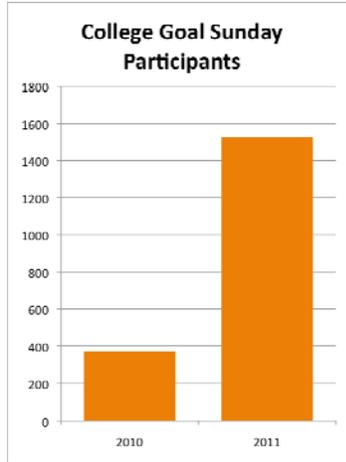
Creating and Implementing the Public Agenda: Early Results



Source: College Foundation of West Virginia Training Records (June 2011)



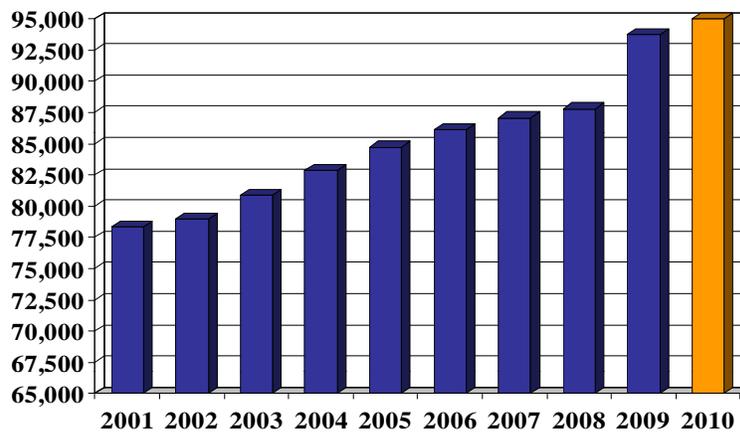
Creating and Implementing the Public Agenda: Early Results



Source: College Goal Sunday Participation Records (February 2011 and February 2010)



Access: Total Headcount Enrollment



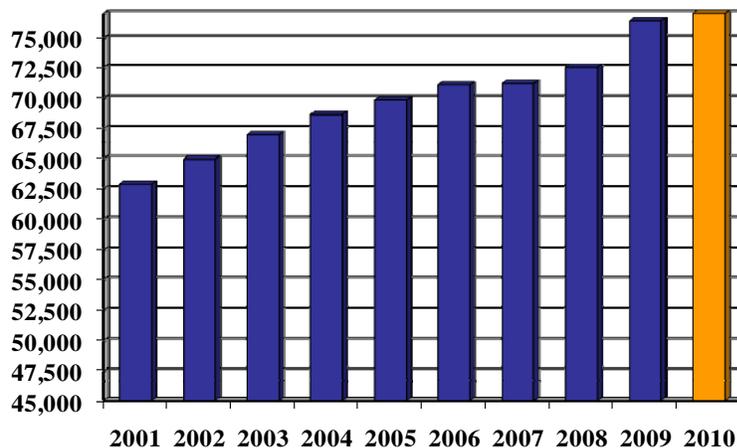
Total headcount enrollment: **95,145**

Headcount increased **1.5 percent** over fall 2009, **12.3 percent** over fall 2005, and **25.1 percent** over fall 2000.

West Virginia Higher Education Policy Commission



Access: Total FTE Enrollment



Total FTE enrollment: **78,559**

FTE enrollment increased **2.9 percent** over fall 2009, **12.4 percent** over fall 2005, and **27.9 percent** over fall 2000.

West Virginia Higher Education Policy Commission



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West Virginia Higher Education Policy Commission

**Report to the Legislative Oversight Commission
on Education Accountability**

July 12, 2011

**POSTSECONDARY STUDENT TRANSFER IN WEST VIRGINIA:
ANALYSIS AND POLICY RECOMMENDATIONS**



David Hendrickson
Chair

Brian Noland
Chancellor

**West Virginia Higher Education Policy Commission
West Virginia Community and Technical College System**

1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301
(304) 558-2101



Robert Brown
Chair

James Skidmore
Chancellor

MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability

FROM: Brian Noland and Jim Skidmore

DATE: July 12, 2011

RE: Postsecondary Student Transfer in West Virginia: Analysis and Policy Recommendations

The attached report is provided in response to the request from the Legislative Oversight Commission on Education Accountability that the West Virginia Council for Community and Technical College Education and the West Virginia Higher Education Policy Commission jointly study: (1) the extent to which community and technical college students are able to transfer to baccalaureate institutions without transition barriers and without duplicating courses; (2) the extent to which policies affecting student transfers merit changes; and (3) any other actions necessary to ensure that students may transfer easily among public higher education institutions.

The report provides:

- an overview of transfer dynamics in West Virginia including financial aid available to transfer students;
- outcomes of students who transfer to four-year public institutions as compared with non-transfer students;
- an analysis of transfer efficiency including the completeness of credit transfer;
- an overview of existing West Virginia transfer policy;
- an overview of national trends in state transfer policy; and
- recommendations regarding West Virginia state transfer policy moving forward.

Please do not hesitate to contact us should you have any questions.

Postsecondary Student Transfer in West Virginia: Analysis and Policy Recommendations

West Virginia Council for Community and Technical College Education

West Virginia Higher Education Policy Commission

July 2011

Introduction

The college completion agendas being advanced by federal and state governments, education advocacy groups, and philanthropic organizations almost without exception promote streamlining of student transfer and articulation as a means to raise attainment levels and increase productivity in higher education.¹ This focus is appropriate given that over half of postsecondary students attend more than one institution in their postsecondary career and that those who transfer from either two- or four-year colleges are less likely to achieve their bachelor's degree and take longer and accumulate more credits in doing so than non-transfer students.² These achievement gaps arise from complicated institutional transfer policies and students losing and repeating credits earned at previous institutions.³ A series of studies have highlighted the need for and the progress across states in creating statewide articulation agreements.⁴ While statewide agreements are important, research has shown that neither transfer nor completion rates are higher for students at two-year institutions in states with articulation agreements.⁵ This may be due to the fact that state agreements vary widely with regard to covered institutions, the number and specificity of courses that can transfer, and whether there are guarantees of transfer or unified course numbering systems.⁶

Assessing whether a particular state approach is working can take the form of monitoring transfer and completion rates, academic performance of transfers, time to degree, and excess credits.⁷ These forms of assessment can be performed to some extent using individual institution

¹ Brenneman, M.W., Callan, P.M., Ewell, P.T., Finney, J.E., Jones, D.P., Zis, S. (2010). *Good policy, good practice II. Improving outcomes and productivity in higher education: A guide for policymakers*. San Jose, CA: The National Center for Public Policy and Higher Education.

United States Department of Education. (2011). *College Completion Took Kit*. Washington, D.C.: Author.

² Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school through college*. Washington, DC: U.S. Department of Education.

Peter, K., and Forrest Cataldi, E. (2005). *The Road Less Traveled? Students Who Enroll in Multiple Institutions* (NCES 2005-157). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

³ Southern Regional Education Board. (2007) *Clearing Paths to College Degrees: Transfer Policies in SREB States*. Atlanta, GA: Author.

⁴ Ignash, Jan M., and Barbara K. Townsend. "Statewide Transfer and Articulation Policies: Current Practices and Emerging Issues" (2001). In B. K. Townsend and S. B. Twombly (eds.), *Community Colleges: Policy in the Future Context*, 173-192.

Education Commission of the States, *StateNotes: Transfer and Articulation Policies*. Retrieved October 3, 2010 from <http://www.ecs.org/clearinghouse/23/75/2375.htm>.

SREB, 2007.

Western Interstate Commission for Higher Education. (2010). *Promising Practices in Statewide Articulation and Transfer Systems*. Boulder, CO: Author.

⁵ Gross, B. and Goldhaber, D. (2009). *Community College Transfer and Articulation Policies: Looking Beneath the Surface*. Center for Reinventing Public Education Working Paper 2009-1. Seattle, WA: University of Washington.

⁶ Ewell, P., Boeke, M., Zis, S. (2008) *State policies on student transitions: Results of a fifty-state inventory*. San Jose, CA: The National Center for Public Policy and Higher Education.

⁷ SREB, 2007.

data, but more systemically by state-wide student-level data systems (SLDS) that encompass whole sectors of institutions. However, even with a comprehensive SLDS, these indicators of transfer efficiency at best can tell us whether transfer students in a particular state policy environment have similar outcomes to non-transfer students. They cannot tell us whether the state policy is being effectively implemented and what shortcomings exist despite effective implementation of the policy.⁸ Further research involving actual examination of transfer student transcripts, can help answer why a transfer policy is or is not effective and provide guidance to policymakers as to what specific policy changes should occur.

Student Transfer Dynamics in West Virginia

Sending and Receiving Institution of Transfers

System data allow us to look at students transferring into the state's two-year and four-year public institutions and whether they came from another public institution or an in-state private, non-profit institution. Students transferring from West Virginia for-profit institutions as well as out-of-state institutions are lumped together as coming from "other" institutions. System data allow institutions to list one previous institution of a student but students may have attended multiple institutions prior to their transfer. In the 2008 fall term, 4,696 students were identified as transfer students. Of these, 3,233, or 69 percent, were transferring into a public four-year institution. Among these four-year transfers, 557, or 17 percent, were those transferring from a West Virginia public two-year institution. These are the traditional transfer students who began their undergraduate career at a community and technical college and then transferred to a baccalaureate institution. Another 34 percent, however, transferred "laterally" from either another public four-year institution (29%) or a West Virginia private, non-profit institution (5%), all of which are four-year institutions. Clearly, students moving between four-year institutions are an important population to consider in assessments of transfer efficiency. These students may be different from students transferring from two-year institutions in that they may not have planned on transferring to another four-year institution. Finally, almost half of transfers are coming from either West Virginia for-profit institutions or out-of-state institutions (49%).

Out of all transfer students in the fall of 2008, another 1,463 or 31 percent transferred into two-year public institutions. Over half of these students (53%) transferred from an in-state four-year institution with 45 percent coming from public institutions and 8 percent coming from private, non-profit institutions. These students are sometimes referred to as "reverse transfers". A very small proportion, only 4 percent, transferred from a different public two-year institution. Most students simply attend the two-year institution closest to their home. Finally, 43 percent transferred from a West Virginia for-profit institution or an out-of-state institution.

⁸ Cutright, M., Fann, A., Jacobs, B., and Bower, B. (2010). *Examining the efficacy of state transfer law and policy through large-scale qualitative research*. Paper presented at the Annual Conference of the Association for the Study of Higher Education, Indianapolis, IN.

Transfers by Sector of Sending and Receiving Institution, Fall 2008

Sending Institution	Receiving Institution					
	Four-Year Public Institution		Two-Year Public Institution		Total	
	Number	Percent	Number	Percent	Number	Percent
WV Four-Year Public	945	29.2%	660	45.1%	1,605	34.2%
WV Two-Year Public	557	17.2%	56	3.8%	613	13.1%
WV Independent, Non-Profit	152	4.7%	115	7.9%	267	5.7%
Other (For-profit, out-of-state)	1,579	48.8%	632	43.2%	2,211	47.1%
Total	3,233	100.0%	1,463	100.0%	4,696	100.0%

In addition to institution type, the specific institutions a student transfers from and to can be important both from an institutional enrollment perspective as well as from a student perspective. The student perspective will be discussed further later. Appendix A provides a table for each institution indicating where its incoming transfer students come from as well as to which institutions its outgoing students transfer. As a whole, institutional transfer patterns are heavily driven by geography with students more often moving between more proximal institutions. Also, we see large numbers of students moving to the four-year institution from the previously administratively linked two-year institution in the case of Shepherd University and Blue Ridge Community and Technical College as well as Fairmont State University and Pierpont Community and Technical College. However, in other instances, such as at Marshall University, West Virginia State University, and WVU Institute of Technology, no transfers are listed from their previously linked community and technical colleges indicating that, despite the separation, registrars in 2008 were still not coding students moving to the four-year campus as transfer students.

Hours and Degrees Earned Prior to Transfer

The number of hours that students transfer to their new institution varies by receiving institution and will be shown later to be related to the proportion of credits counted toward graduation requirements and also to the proportion of credits *not* counted toward graduation requirements. At four-year institutions, in the fall of 2008, 38 percent of transfer students brought in less than one year of credits (0 to 29). Thirty-one percent brought in enough credits to qualify as a sophomore (30 to 59), and 32 percent brought in 60 or more credits. By comparison, at two-year institutions, a large majority, 63 percent, brought in less than a year of credits, 19 percent brought in 30 to 59, and 18 percent brought in 60 or more.

Hours Earned at Previous Institution by Transfer Students, Fall 2008

	Four-Year Public Institution		Two-Year Public Institution	
	Frequency	Percent	Frequency	Percent
29 or fewer	1,224	37.9%	927	63.4%
30 to 59	986	30.5%	270	18.5%
60 or more	1,020	31.5%	261	17.8%
Missing	3	0.1%	5	0.3%
Total	3,233	100.0%	1,463	100.0%

If we just look at students who complete a “traditional” transfer from a two-year public institution to a four-year public institution, the hours they transfer in is similar to those who transfer *to* a two-year institution. Fifty-nine percent bring in less than a year of credits; 19 percent bring in 30 to 59 credits, and 22 percent bring in 60 or more credits.

Hours Earned at Previous Institution by Students Transferring from Two-Year Public to Four-Year Public Institution, Fall 2008

	Four-Year Public Institution	
	Frequency	Percent
29 or fewer	328	58.9%
30 to 59	108	19.4%
60 or more	120	21.5%
Missing	1	0.2%
Total	557	100.0%

Among this same population of students transferring from two-year to four-year public institutions, while some students earn an associate degree prior to transferring (21%), the great majority do not (79%). Those having earned an associate degree prior to transferring have been shown in research to be more likely to go on to earn a bachelor’s degree. Four percent of students earned an Associate of Arts (AA), what is traditionally considered a transfer degree. Only one percent earned an Associate of Science (AS) and 15 percent earned an Associate of Applied Science (AAS). The AAS degree is typically not meant for transfer and often includes many technical or applied courses that do not meet graduation requirements at the baccalaureate level.

Number and Type* of Prior Associate Degrees Earned by Students Transferring from Two-Year Public to Four-Year Public Institutions, Fall 2008

	Number	Percent
No Associate Degree	442	79.4%
Associate Degree	115	20.6%
Associate of Arts	21	3.8%
Associate of Science	7	1.3%
Associate of Applied Science	85	15.3%
Missing Associate Type	2	0.4%
Total	557	100.0%

* Type of Associate degree is for last associate degree earned prior to fall 2008.

Financial Aid for Transfer Students

One of the national issues surrounding student transfer is whether these students receive adequate financial aid and how their aid compares to students who are not transfer students. We used fall 2005 data to compare the financial aid packages of transfer and native degree-seeking undergraduates at four-year public institutions.⁹ We excluded dually enrolled high school students as well as first-time freshmen to enhance the comparability between the two groups of

⁹ The fall 2005 cohort was used for financial aid analysis because it was part of a larger study that looked at whether financial aid promotes transfer student retention and graduation.

students. The table below provides the proportion of students receiving each form of aid, the average amount among all students, and the average amount for recipients broken down by native and transfer status. Native students are more likely to receive any grant aid (58% vs. 52%) and the native student average total grant amount is about \$400 dollars higher. However, transfer students are more likely to be receiving federal grant aid, in particular the need-based Pell and Supplementary Educational Opportunity Grant (SEOG). Thus transfer students are a more financially needy group than non-transfers. This is likely related to the finding in other research that transfer students are more likely to be older students who are independent and not able to rely on parental income for college. Native students are more likely than transfers to receive state grant aid (29% vs. 19%) and have an average value of about \$400 dollars higher. The fact that transfer students are less likely to receive the need-based Higher Education Grant even though they are more likely to receive a Pell is likely due to the fact that there was a separate state application for the HEGP at that time in addition to the Free Application for Federal Student Aid (FAFSA). This hurdle for all needy students to qualify for the program has since been removed. Transfer students are less likely to receive all of the merit-based state scholarships, with almost twice as many native students as transfers receiving the PROMISE. Again this is due in some part to the fact that transfer students are more likely to be older, non-traditional students who cannot qualify for the PROMISE. Transfer students are also less likely to be receiving institutional aid (14% vs. 22%), whether this be tuition waivers (6% vs. 8%) or institutional grants (11% vs. 17%). Transfer students on average receive \$190 dollars less in institutional aid.

While overall transfers get less grant aid than native students, there are a few subpopulations in which transfer students fare better. Non-traditional (adult) transfer students receive more financial aid than their native student peers. Other subpopulations in which transfer students receive more aid are students with high school GPAs lower than a 2.0, freshmen (not first-time), and part-time students. Some of these dynamics are due to institutional aid. Transfer students receive more institutional aid than natives among non-traditional students, low high school GPA students, and Pell-eligible students. It appears that institutions are using financial aid to make their institutions affordable and more attractive to adult returning students, needy students, and those with low high school GPAs. There may be considerable overlap in these categories of students.

The flip side of the disadvantage that transfer students have in terms of grant aid is that they are more likely to have loans and have higher average loan amounts both among all students and among loan borrowers. In fact, transfer students on average have about \$600 more in loans for the year than native students (\$3,842 vs. \$3,230). It should be noted that these loan figures are for the 2005-06 school year, not a cumulative amount, and that the actual amount paid by these students over the life of their loan will far exceed the loan amount taken out.

Financial Aid Received by Degree-Seeking Undergraduates* in the Fall of 2005 by Transfer Status

	Proportion Receiving Aid		Average Amount (all students)		Average Amount (among recipients)	
	Native	Transfers	Native	Transfers	Native	Transfers
Total Grant Aid	58.3%	52.4%	\$2,863	\$2,450	\$4,909	\$4,676
Federal Grant Aid	30.5%	33.8%	\$899	\$988	\$2,946	\$2,925
Pell	30.2%	33.3%	\$836	\$921	\$2,766	\$2,764
SEOG	5.1%	4.5%	\$46	\$42	\$901	\$939
Other federal grants	0.8%	0.8%	\$16	\$25	\$2,181	\$2,996
State Grant Aid	28.7%	19.1%	\$973	\$584	\$3,392	\$3,062
Higher Education Grant Program	13.2%	9.6%	\$298	\$218	\$2,263	\$2,271
PROMISE	15.8%	8.3%	\$625	\$324	\$3,951	\$3,920
HEAPS Part-Time	2.8%	3.3%	\$31	\$35	\$1,110	\$1,077
Underwood-Smith Teacher Schol. Eng., Science and Tech. Schol.	0.1%	0.0%	\$3	\$2	\$4,630	\$5,000
Eng., Science and Tech. Schol.	0.4%	0.0%	\$10	\$10	\$2,697	\$0
Other WV Grants	0.2%	0.2%	\$6	\$4	\$2,694	\$2,506
Institutional Aid	22.1%	13.6%	\$663	\$493	\$3,000	\$3,635
Tuition Waivers	8.4%	6.4%	\$232	\$197	\$2,769	\$3,072
Institutional Grants	16.9%	10.5%	\$431	\$296	\$2,555	\$2,813
Loans	53.6%	59.7%	\$3,230	\$3,842	\$6,022	\$6,438
Federal Subsidized Loans	40.4%	47.4%	\$1,588	\$1,721	\$3,930	\$3,630
Federal Unsubsidized loans	31.9%	34.9%	\$1,162	\$1,263	\$3,647	\$3,617
PLUS Loans	7.4%	8.0%	\$700	\$732	\$9,434	\$9,118
Institutional Loans	0.1%	0.0%	\$3	\$1	\$2,398	\$2,000
Miscellaneous Loans	5.6%	9.3%	\$478	\$858	\$8,580	\$9,182
Other						
Federal Work Study	5.5%	4.5%	\$65	\$49	\$1,187	\$1,091
Out-of-state grants	1.8%	1.7%	\$12	\$14	\$699	\$831
Miscellaneous grants	5.4%	4.1%	\$93	\$60	\$1,708	\$1,461
Veterans Benefits	1.8%	2.7%	\$114	\$199	\$6,492	\$7,454
Vocational Rehabilitation Benefits	2.0%	1.9%	\$46	\$44	\$2,273	\$2,343
Other Education Benefits	1.6%	1.9%	\$63	\$69	\$3,978	\$3,697

*Analysis includes non-first-time freshmen, degree-seeking undergraduates.

An analysis was conducted of whether financial aid made a difference for fall 2005 transfer students with regard to the outcomes of retention and graduation. These analyses controlled for student background characteristics (race, gender, in-state residency status, and age), high school academic preparation, institution transferred to and from, a variety of academic progress measures in the fall of 2005 (student level, ratio of credits earned to attempted, full-time status, major declaration, and semester GPA), and whether a student applied for aid. These analyses showed that those receiving federal aid were less likely to be retained to the next year or to graduate within four years. Given that these awards are provided to low-income students, this finding just supports findings by other researchers that low-income students have lower

educational outcomes than other students. Every additional \$1,000 in state grants, however, was associated with a 21 percent increase in the odds of being retained and a 12 percent increase in the odds of graduating. Given that we did not control for all of the factors related to qualifying for state financial aid that could also contribute to retention and graduation, these positive effects of state aid should be considered upper estimates. Institutional aid did not make a difference in either outcome. This may be related to the types of transfer students that institutions are targeting. Finally while another \$1,000 of loans slightly increased the likelihood of being retained to the following fall, it was modestly negatively associated with graduation. It is problematic if loans are encouraging students to stay in school but not promoting completion.

Outcomes of Transfer Students

Retention

The following table provides the proportion of students among both transfers and non-transfers who were retained from the fall of 2008 to the fall of 2009 either at their same institution or in the system as a whole. The four-year public system retention rate at the same institution was 70 percent for transfers and 77 percent for non-transfers. Though retention varies by institution, this pattern holds up at all institutions except for Shepherd University where the retention rate for transfers is slightly higher than for non-transfers. When retention is measured in terms of returning to any school in the system the following year, the figures are slightly higher but still transfers lag behind non-transfers. Again this holds for all institutions except for Shepherd University.

Persistence Rate from Fall 2008 to Fall 2009 of Transfer and Non-Transfer Students

	Same Institution		System	
	Transfers	Non-Transfers	Transfers	Non-Transfers
Four-Year Public System	69.8%	77.3%	75.4%	80.7%
Bluefield State College	61.3%	67.8%	69.9%	70.7%
Concord University	64.6%	73.4%	69.4%	79.7%
Fairmont State University	67.8%	72.9%	76.4%	78.6%
Glennville State College	57.8%	68.8%	65.6%	71.9%
Marshall University	65.0%	77.7%	69.5%	81.0%
Potomac State College of WVU	31.9%	43.7%	46.8%	59.2%
Shepherd University	71.9%	70.1%	76.7%	72.3%
West Liberty University	70.6%	78.0%	75.6%	82.8%
West Virginia State University	57.7%	70.1%	64.4%	74.7%
West Virginia University	79.6%	84.3%	83.3%	86.1%
WVU Institute of Technology	60.0%	66.8%	60.0%	74.1%

Graduation

In general, transfer students fare worse than non-transfer students in terms of baccalaureate degree completion. The table below compares the two-, three-, and four-year graduation rates of these groups of students who were at the same class level in the fall of 2005. Looking at just the four-year rates, among students who were sophomores, juniors, or seniors in fall 2005, non-transfer students were more likely to graduate than transfers and the gap increases with student

level. These data tell us that sophomore and upperclass transfer students are less likely to graduate than students who started at the institution. They do not, however, tell us what the factors are contributing to that gap. The discrepancy could be related to the students themselves, issues with acclimation to the new institution, lack of financial aid, or failure of credits to be applied to graduation requirements.

Interestingly, looking at students classified as freshmen, transfer students were actually *more* likely to graduate in either two, three, or four years than non-transfer students. It may be that students who transfer as freshmen are different from and transfer for different reasons than students who transfer later in their careers. It may also be that students bringing in fewer credits have fewer problems with the credit transfer process and transfer in general than those bringing in more credits.

Analysis of Transfer Efficiency

Credits to Degree

A common metric to assess the efficiency of the transfer process is the number of credit hours that transfer students take on the way to earning a baccalaureate degree and to compare this with credits to degree for non-transfer students. The table below shows this analysis for a cohort of students who were enrolled in the fall of 2005 and since that time earned a bachelor's degree. Most degree programs in West Virginia public four-year institutions require 120 to 128 hours of credits for graduation. Students who never transferred in any hours from another institution earned an average of 141.9 credits on their way to earning their BA. Students who were not transfers in the fall of 2005, but might have transferred at another time, earned on average 146.2 credits with 129 of those credits being earned at the institution from which they graduated and 17.1 of those credits coming from a previous institution. Students who were transfer students in the fall of 2005, and may have transferred multiple times, earned 151.7 credits on their way to a degree, 9.8 credits, or a little over three standard courses, more than students who never transferred in any credit. It must be noted that this difference is not for equivalent students who transferred once and who never transferred; rather it is the difference between the most traditional students who never took a course anywhere but their graduating institution and those who transferred at least once and may have taken courses at other institutions at other times as well. Therefore, it is probably an overstated difference between transfer and non-transfer students. It should be noted that both transfers and non-transfers on average have excess credits. This is not just a problem for transfer students.

Hours Earned by Bachelor's Degree Earning Students Enrolled Fall 2005 by Transfer Status

	Non-Transfers	Non-Transfers in Fall 2005	Transfers in Fall 2005
Hours earned at graduating institution	141.9	129.0	91.7
Hours earned at a previous institution(s)	0.0	17.1	60.0
Total Hours at Graduation	141.9	146.2	151.7

Transcript Audit Justification and Methods

These data illustrate that even those transfer students successful in earning a bachelor's degree wind up taking more courses, and therefore spending more time and money, to earn their degree

than non-transfer students. The data we collect at the system level, however, only tell us how many credits students transferred into an institution. They do not tell us if some of those credits were developmental courses which do not count toward graduation requirements.¹⁰ They do not tell us what the student's major was at their previous institution and whether that might have changed. They cannot tell us whether the courses transferred counted towards graduation requirements at their new institution or merely as electives. Students might take a number of courses in a subject such as business and upon transfer to a new institution, these courses would be transferred in as credit. But if the student is not a business major at their new institution, and business courses are not part of general education requirements, those courses would only count as elective credit. Thus the student has transferred in credits, but beyond the number of electives required for their degree, has earned credits that are unnecessary. These issues make it impossible from system-level data to assess whether the state transfer policy is being implemented faithfully and is promoting efficient transfer.

To assess the adequacy of the state transfer policy, we conducted a transcript audit of all students who transferred in the fall of 2005. These students transferred to any public four-year institution from another public institution and later graduated at that same institution with a traditional bachelor's degree.¹¹ It should be noted again here that while the previous institution of record was another public institution, students could have and many did attend private and out-of-state institutions in addition to an in-state public institution. A total of 417 students met these criteria. For each of these students we requested the transcript from their graduating institution and then pulled the student's program degree requirements at that institution for their major including general education.¹² At institutions with a large number of students in the same major, a representative sample in terms of transfer credits and previous institution were selected. Also students in programs such as multidisciplinary studies with individually tailored curricula were omitted. The total number of transcripts analyzed was 296.

On each transcript, we assessed what courses were used to meet each prescribed/specific degree requirement and at which institution the course was taken. This was done to determine whether transfer courses were used to satisfy specific degree requirements or were only brought in as electives. Transfer courses not used for specific requirements were marked as electives. Where a transfer course was given a home institution course number that met a requirement, it was assumed the course did so, even if the student took another course that would meet that requirement. If a transfer course was not assigned the same course number as the requirement and the student took the requirement at the home institution, it was assumed that the transfer course was not utilized and became an elective. In cases where the course to meet the requirement was not found, researchers tried to identify which course at either the transfer or graduating institution was substituted to meet the requirement. The data generated from this process for each student were: (1) their excess credits at graduation, that is, how many credits each student had above his or her specific program's degree requirements; (2) the number of transfer credits that were not used to meet specific requirements and thus were electives; and (3)

¹⁰ Some institutions remove the developmental credits when tallying credits transferred in while some institutions do not.

¹¹ Students were excluded who earned a Regents Bachelor of Arts Degree as the credit for life experience through portfolios and custom designed curriculum complicated analysis.

¹² It was assumed that students had to meet the requirements in place upon their transfer in the fall of 2005.

a short description of why each transfer course was not used as a degree requirement. All transcripts were audited by two researchers, one of whom assessed every transcript in the study to ensure consistency between researchers.

Full Sample Findings

In the full sample, the average number of credits transferred in was 47.2. Of these, 32 hours were counted toward specific graduation requirements and 15.2 hours, or 30.5 percent were unused, or only counted for elective credit. It should be noted that elective credits are real credits on a student’s transcript and count toward the credits needed for graduation. However, the number of electives needed varies with student’s majors and elective credits beyond the number needed in a program result in excess credits at graduation. The average number of excess credits at graduation was 17; there is a strong relationship between the number of credits that get transferred only as electives and the number of excess credits the student has at graduation.

Transcript Audit Average Transfer Credit Usage

	Sample Average
Credits Transferred	47.2
Used Credits	32.0
Elective Transfer Credits	15.2
Proportion Unused	30.5%
Excess Credits at Graduation	17.0

Another way of looking at the proportion of credits only used as electives rather than an average is to look at the number of students who had different amounts of credits used as electives. In the fourth column of the table below providing cumulative percents, we see that 47 percent of students had 10 or fewer credits only used as electives and 75 percent had 20 or fewer. Less than 10 percent of students fall in the combined upper categories of 31 credits or more counting as electives.

Distribution of Credits Used as Electives

Unused Credits	Number of Students	Percent of Students	Cumulative Percent
0 to 5	69	23.3%	23.3%
6 to 10	70	23.6%	47.0%
11 to 15	47	15.9%	62.8%
16 to 20	36	12.2%	75.0%
21 to 25	24	8.1%	83.1%
26 to 30	12	4.1%	87.2%
31 to 35	13	4.4%	91.6%
36 to 40	8	2.7%	94.3%
41 to 45	4	1.4%	95.6%
Over 45	13	4.4%	100.0%
Total	296	100.0%	

As the number of credits that a student transfers in increases, the number of credits that get used for specific graduation requirements, as well as the number that only get used as electives both rise. More tellingly, however, you can also see that the proportion of credits that only get used as electives rises as the number of credits transferred increases.

Credit Usage by Number of Credits Transferred

Credits Transferred	Students	Used Credits	Elective Credits	Proportion Elective
0 to 15	13	8.3	2.1	20.0%
16 to 30	69	18.4	6.8	26.9%
31 to 45	77	26.6	10.5	28.4%
46 to 60	55	35.8	17.6	32.9%
61 to 75	48	45.1	21.7	32.5%
76 to 90	21	51.3	30.7	37.4%
Over 90	13	64.7	41.1	38.8%
Total	296	32.0	15.2	32.2%

Credit Usage by Receiving Institution Type

The usage of credits for requirements varies by the type of institution to which a student transfers. At research institutions (West Virginia University and Marshall University) only 25.4 percent of courses transfer in as only electives as compared with 34.5 percent at the regional four-year campuses. This is likely due to the broader curricular offerings at research institutions which would be reflected in broader choices in the general education curriculum. Students transferring into research institutions therefore would be more likely to have their transfer courses counted as general education requirements.

Credit Usage by Receiving Institution Type

Receiving Institution Type	Credits Transferred	Used Credits	Elective Credits	Proportion Electives	Excess Credits at Graduation
Research Universities	46.3	33.8	12.4	25.4%	14.9
Regional Four-Year Institutions	47.9	30.6	17.3	34.5%	18.7
All	47.2	32.0	15.2	30.5%	17.0

Credit Usage by Sending Institution Type

Credit usage also varies by the type of institution a student transferred from. Students transferring from research universities had the highest level of credits only used for electives at 34.5 percent. The great diversity of courses students can take at these institutions is less likely to be represented on the narrower general education requirements of smaller institutions. Students who transfer from community and technical colleges, on the other hand, have the lowest number and proportion of courses only used for elective credit. They also have the lowest number of excess credits at graduation. Narrower curricula at the community and technical colleges perhaps channels students into courses more likely to be counted for requirements upon transfer.

Furthermore, due to the explicit transfer function of the community and technical colleges, these institutions may do a better job of counseling students to take the courses that will transfer as requirements.

Credit Usage by Sending Institution Type

Sending Institution Type	Credits Transferred	Used Credits	Elective Credits	Proportion Elective	Excess Credits at Graduation
Research Universities	45.3	28.9	16.4	34.5%	18.6
Regional Four-Year Institutions	49.5	34.0	15.5	29.9%	17.4
Community & Technical Colleges	47.1	33.4	13.7	27.0%	15.1
All	47.2	32.0	15.2	30.5%	17.0

In the table above, students listed as transferring from a community and technical college might have also attended other institutions as well but the receiving institution only can list one previous institution in our system data. If we narrow it down to the 66 students who only attended a public community and technical college, the credit application for community and technical college transfers improves. These students only had 10.8 transfer hours or 23.4 percent applied only as elective credit as compared with 16.4 hours (32.6%) for other students.

Credit Usage for Students Who Only Attended a WV Community and Technical College Prior to Transfer

	Number of Students	Credits Transferred	Used Credits	Elective Credits	Proportion Elective	Excess Credits at Graduation
Only Attended WV CTC	66	43.1	32.0	10.8	23.4%	13.7
Attended other institutions	230	48.4	32.0	16.4	32.6%	17.9
All	296	47.2	32.0	15.2	30.5%	17.0

Credit Usage by Number of Institutions Attended

These patterns are related to the number of institutions in general that students attended prior to transfer. As you might expect, as the number of institutions attended increases, so does the number of credits transferred. While the number of credits applied toward requirements tops out with those attending two institutions, the number and proportion of credits only counted as electives rises with number of institutions as does the number of excess credits at graduation. When students attend multiple institutions, not only do they accrue more credits, but they accrue credits aimed at different curricula than the one with which they eventually graduate. It is important when we assess the efficiency of the transfer process to acknowledge that many students, over a third in this sample, are not trying to transfer credits from just one previous institution but multiple institutions with their varied requirements. It should also be noted that some students continued after transfer in the fall of 2005 to accrue credits at various other institutions before eventually earning their degree at the institution to which they transferred. As many researchers have noted, multi-institutional attendance, even during the same term, is on the rise.

Credit Usage by Number of Institutions Attended Prior to Transfer in Fall 2005

Institutions Attended Pre-Transfer	Number of Students	Credits Transferred	Used Credits	Elective Credits	Proportion Elective	Excess Credits at Graduation
1	193	42.3	29.5	12.8	29.2%	15.6
2	88	55.7	36.6	19.1	32.6%	18.9
3	14	62.0	36.0	23.0	35.2%	25.1
4	1	37.0	22.0	15.0	40.5%	0.0
All	296	47.2	32.0	15.2	30.5%	17.0

Credit Usage by Student Major

Students' majors also have bearing on how many credits only get used as electives. The table below shows credit usage in descending order of proportion of credits used as electives. Care should be used in making generalizations about programs with small numbers of students in the sample such as less than 8 students. Regarding programs with higher levels of transfer credit electives, in the case of computers and technology and business, many of the unused courses for these students are applied, low-level courses taken at two-year institutions that do not meet baccalaureate requirements. In the case of education, the curriculum is very proscribed, perhaps due to licensure and testing requirements. In many cases, education program requirements also specify which general education courses students have to take and students transferring in may not have known about these strictures. The lower proportions of transfer elective courses in the arts, natural resources, and sciences seems to be related to these students self-selecting very early into their major at their previous institution and being quite focused about pursuing it. Lower elective transfer credits in medical and health programs is affected by the presence of 2+2 programs where students complete a prescribed curriculum at one institution, usually a community and technical college, and then transfer to a four-year institution for upper division requirements.

Credit Usage by Student Major

Student Major	Students	Credits Transferred	Used Credits	Elective Credits	Proportion Elective	Excess Credits at Graduation
English, Foreign Language	7	37.3	21.7	15.6	39.1%	9.1
Computers and Technology	11	58.1	37.1	21.0	36.2%	25.1
Education	41	47.1	30.9	16.1	34.8%	19.7
Social Sciences	53	50.0	32.9	17.1	33.0%	14.2
Family and Consumer Sci.	2	28.0	19.0	9.0	32.1%	3.5
Business	65	45.9	30.3	15.6	31.5%	13.8
History	9	52.0	33.6	18.4	31.2%	25.2
Recreation, Sports	8	61.8	39.4	22.4	30.6%	18.0
Math	4	38.5	26.8	11.8	30.0%	32.0
Engineering	11	35.4	27.1	8.5	28.7%	22.5
Communications, Journalism	15	39.7	27.1	12.7	28.7%	16.1
Arts	11	44.2	31.3	12.5	27.9%	18.8
Medical, Health, Speech Path.	25	53.5	38.4	14.9	26.7%	21.3
Interdepartmental Studies	4	36.0	25.5	10.5	26.5%	3.5
Natural Resources, Ag. Sciences	13	46.2	34.2	11.9	22.4%	14.9
Sciences	17	45.8	36.1	10.1	18.5%	17.8
All	296	47.2	32.0	15.2	30.5%	17.0

Reasons for Credits Not Being Applied to Specific Requirements

In addition to noting how many credits were not applied toward specific requirements, we also made a judgment about why the course was only counted as an elective. For a full half of the course hours only counted as elective credit (50.2%), the course was not a requirement at the new institution. For 18.7 percent of the courses, the student had already met the requirement in that area at the transfer institution. In the case of 1.4 percent of the hours, students retook the same class so the earlier one was not counted as meeting the requirement. For 22.4 percent of course hours, students needed a different course. This might be that the student took a lower level math course on their way to taking the higher one that met the general education requirement. Or it might be that a student is required to take a public speaking communications class and transferred in a course on interpersonal communication. While some of these are clear cut, such as the case with the math class, in other cases, it might be argued that a more global perspective might be utilized in the allowance of substitutions. Ultimately these decisions, however, are the purview of the faculty who create and implement the curriculum. We found some instances, however, where at the same institution and in the same major a certain transfer course was allowed to substitute for a requirement while for another student it was not. It is likely that the difference between these two cases is that the student who got the substitution (or their advisor) challenged the requirement. Unfortunately, it is often first generation college students or other disadvantaged students who know the least about being able to challenge decisions like these, and are less likely to actually challenge them even if they do know.

Less than 1 percent of course hours were not applied to requirements because the course had the wrong number of hours for the requirement or was the passed lab to a failed science course. Just

over 1 percent didn't get used because of a low grade. And, finally, in the case of 5 percent of the course hours, we could not ascertain why the course was not used. A few of these were courses for which there was no course title on the transcript and we could not make a judgment. But most were courses that seemed like they should have fit a requirement and, for some reason that was not clear from the transcript, did not get applied to it.

Credit Usage and Reason by Course Subject

How transfer credits get applied and why is also related to what subject the courses are in. Some subjects seem to be overrepresented among courses that become elective credit. The table below provides the number and proportion of the 4,503 total hours of transfer credits that are represented by courses taken in different subjects. Orientation courses, which are taken by many students but not always listed on an institution's graduation requirements, accounted for 3.4 percent of elective transfer credits. Computer and technology courses counted for a surprisingly large 7.7 percent of elective transfer credits. Again, many students take them and they are only included on some institution general education requirements. Also, as mentioned earlier, students who specialize in computer technology or business at the two-year institution often take many applied and introductory level computer courses. Physical education courses, which account for 6.5 percent of elective transfer credits, also are not on all institutions' graduation requirements and even if they are, many students take more than the one or two required courses.

English courses account for 4.1 percent of elective credits. Given that there are at least some English requirements at all institutions, the reasons for these courses counting as electives are often that the student has taken English courses beyond the requirement or needs a different course than that taken. Communications courses count for 4.6 percent of elective credits. Almost all institutions have a communications or speech requirement of some sort but also included as "communications" at many institutions are courses such as theater, journalism, etc. which are not part of general education. Also, a lot of students take basic communications courses that are not the same as the requirement at their new institution.

A major area of concern is the five disciplines listed here that loosely might be called social sciences. These subjects combined count for 17.3 percent of unused credits. Compare this with the only 9.8 percent of all combined sciences. Students are taking a lot of social science courses that do not get counted as requirements upon transfer. In the case of psychology and sociology, these courses at some institutions do not count as general education requirements. In the case of politics, history, and economics, it is common for students to need to take a different course than the one transferred in. For example, an institution might have a survey of world history general education requirement but the student took a survey of American history at their previous institution. The major dynamic here, however, is the high proportion of these courses that did not count towards a requirement because the requirement had already been met. While exploration of these topics as an underclassman is understandable, students need to understand that exploration in a wide variety of social science fields may lead to unused credits and extend time to degree.

Math counts for 6 percent of unapplied credits and this is largely due to students taking more math after having already met the requirement or needing to take a different, usually higher course than the one transferred. Both of these phenomena are expected. All sciences count for

9.8 percent of transfer elective credits. The main culprit here is students needing to take a different course than the one taken. A couple of institutions have special types of integrated science courses that students have to take one of regardless of what science they have already taken. Also, students are often required to take a more rigorous or lab-based course than the one transferred.

Philosophy courses, which account together for 2 percent of unapplied courses, are a part of only a few schools' general education requirements so these credits when transferred in become electives. The same is true of religion (1%), foreign language (1.9%), arts/humanities (4.5%), education (3.6%), health/medical (1.7%), business (7.5%), and "other" (18.4%) courses. It is also common of business courses, however, that students needed a different course than the one taken, in particular when students took business applications courses such as software skills at community and technical colleges.

Finally, 9.4 percent of elective credit courses were courses in a student's major. These courses are also reflected in their appropriate subject field on the table. The great bulk of these courses were not applied toward graduation requirements because students needed to take a different course (61.1%). However, in the case of 26.3% of major field courses only counted as electives, we could not tell why the course was not counted.

Subject Area Share of Total Transfer Courses Counted As Elective Credit

Course Subject	Elective Credits	Percent of Total	Course Subject	Elective Credits	Percent of Total
Orientation	154	3.4%	Science	443	9.8%
Computer	347	7.7%	Philosophy	90	2.0%
P.E.	295	6.5%	Religion	43	1.0%
English	185	4.1%	Foreign Language	84	1.9%
Communications	205	4.6%	Arts/Humanities	201	4.5%
Political Science	78	1.7%	Education	162	3.6%
History	190	4.2%	Health/Medical	76	1.7%
Psychology	222	4.9%	Business	339	7.5%
Sociology	216	4.8%	Other	829	18.4%
Economics	72	1.6%	Courses in Major*	425	9.4%
Math	272	6.0%	Total	4,503	100.0%

*These courses have also been counted in their appropriate subject area.

Transcript Efficiency Summary and Conclusions

These analyses have shown that 31 percent of transfer courses count only as elective credit and that credit usage is related to excess credits at graduation. The number and proportion of credits that only count as electives increases with the number of credits that students transfer in as well as the number of institutions that they have attended. Students who engage in the traditional transfer process of only attending a public two-year institution before transferring to a four-year institution have the lowest number and proportion of courses not counting for specific graduation requirements.

The only major that seemed to be a cause for concern was education. There was virtually no substitution of requirements done for student majoring in education, a field where even the general education requirements are specified. For instance, a higher math course could not be substituted for the “math for teachers” course or a chemistry course could not be substituted for the physical science course. As mentioned earlier, this strictness may be related to teacher licensure and testing requirements. However, it also raises issues of whether the exact content knowledge provided in these courses is what is needed or is it the skills the courses teach that might be also taught in another course. The efficiency of transfer of courses for teachers is especially important given the need for teachers in the state as well as extra costs and perhaps debt incurred by these teacher candidates going into a less lucrative field.

Another cause for concern was that we observed instances of inconsistency in substitution of courses, even within the same major in the same institution. This may occur due to different people evaluating transcripts at different times. It may also be due to some students (or their advisors) challenging the initial assessment of their transcript by the registrar’s office. Some students may not know they can challenge these judgments and still others may know that they can, but not feel empowered to make such a challenge. This lack of knowledge and sense of power unfortunately will be disproportionately among those otherwise disadvantaged such as first generation or low-income students. This lack of equitable treatment of students should be addressed and take the onus as much as possible off the student for maximizing the application of transfer credits to institutional requirements.

Over 90 percent of courses that were not applied toward specific requirements failed to be applied because they were in classes that are not a requirement (50.2%), in classes beyond requirements (18.7%), or where a different course is needed (22.4%). Some of these are indubitably courses that students want to take regardless of their applicability toward requirements. Students need electives; they explore new subjects; they take subjects beyond requirements to enhance their skills and broaden their knowledge. However, some of these courses may have been taken with a mistaken belief that they will transfer to another institution as specific graduation requirements. Every effort needs to be made to ensure that students understand the ramifications of their course taking decisions. Furthermore, students considering transferring should have tools available to them that inform them prior to transfer of what the requirements are at all potential institutions and how their accrued credits would be applied to those requirements.

We have tried to categorize the reasons for courses not being applied toward specific credits and have provided percentages for the different reasons. However, the transcript analysis was a qualitative inquiry and judgments had to be made without the researchers having complete information. We made notes where, regardless of the reason, we felt that a course should have been utilized to meet a requirement. Out of the 296 students, we noted 41 students or just 14% who had a transfer course that we felt should have been applied toward a requirement. And even among these, it could have been the case that a student wasn’t required to take the requirement in house, but did so by choice for whatever reason, making the transfer course an elective by our research method. There were students who had large numbers of credits not applied toward graduation requirements but, without exception, there was a good reason for this such as a student having changed a major, having begun work on a second degree before finishing the

first, or taking a large number of credit-bearing courses in music or P.E. outside of their major. It was the consensus of all six researchers who audited transcripts that institutions made very earnest efforts to apply as many transfer credits toward requirements as possible and that good faith efforts were made to limit the amount of unnecessary course taking at the student's new institution.

Transfer Policy in West Virginia

West Virginia Higher Education Policy Commission and West Virginia Council for Community and Technical College Education Procedural Rule, Series 17, on the Transferability of Credits and Grades at West Virginia Public Colleges and Universities (Appendix B) dictates that between 64 and 72 hours of credits earned at community and technical colleges or regional campuses shall be transferable to baccalaureate degree-granting state institutions. It also stipulates that students having earned associate degrees will generally have junior status upon transfer except in specialized four-year programs with external requirements making this impossible and where the student earned a technical associate degree that is markedly different than the college's transfer associate degree. To ensure that core coursework completed at a state institution be transferable as general studies credit to all other state institutions in the state, since 1994, there has been a core coursework transfer agreement assuring that students may transfer up to 35 hours of core coursework to count toward general studies requirements. The commission annually publishes the list of eligible core courses at each institution. The policy states that 35 is not an upper limit and that a student could conceivably transfer more general studies credits. The policy also demands that institutions publish and make widely available other specific detailed articulation agreements that may exist between individual institutions and provide the appropriate Chancellor's office with their policy on transfer of academic credit.

National Policy Context

Most states are grappling with issues of student transfer due to what are perceived to be substandard graduation rates and the rising cost of college attendance. States are struggling to shore up leaks in the pipeline as well as limit any extra costs to students, institutions, and state government which are incurred due to duplicative course taking or a lack of clear information regarding the transfer process. A recent national report observed that state financial aid and transfer policies are not keeping pace with current needs. As a response, states are trying to simplify the student experience as they consider moving from one institution or sector to another for personal, academic, or financial reasons. A recent report funded by the Lumina Foundation for Education examines state practices as they pertain to transfer policy.¹³ The following sections provide an overview from this report of policies that states currently have in place as well as promising trends that seek to ease the transfer burden.

State Academic Strategies

One difficulty with implementing transfer and articulation strategies is proving their effectiveness. It is not unreasonable to surmise that strategies are going to affect states differently in regards to raising both retention and graduation rates. There are, however, several

¹³ Western Interstate Commission for Higher Education, "Promising Practices in Statewide Articulation and Transfer Systems," June 2010, accessed 6 July 2011 from <http://www.wiche.edu/info/publications/PromisingPracticesGuide.pdf>.

common academic strategies that states have adopted in an effort to create a more efficient transfer process that better suits the needs of students and postsecondary institutions.

General Education Common Core

Fifteen states have adopted this strategy. The premise behind this approach is to assure that the general education portion of a degree program (not specific major requirements) is easily transferrable between public institutions within a state. Both Georgia and Ohio have developed a common core with “distributed requirements” which gives institutions some latitude in determining which courses meet the requirements. Other states such as Minnesota and Tennessee focus on common learning outcomes within general education. Many courses can lead to the acquisition of these common learning outcomes. When students meet these objectives, they can transfer with the understanding that they have been met as opposed to a certain package of courses transferring between institutions.

Common Course Numbering

Seven states use common course numbering. In its most ideal form, this approach results in course numbers being identical within a state across all types of schools and levels of courses. This process, however, is extremely difficult to implement. The reality is that this approach often works best for lower division courses and those courses that are considered common across institutions and that have general and well established content. Both Florida and Texas have implemented common course numbering across their entire public postsecondary system while others have focused on community colleges or certain high-demand courses. Four of these seven states have also created common course descriptions for these classes. This added step is to assure students that a commonly numbered course does indeed share the same course content.

Statewide Program Major Articulation Practices

Twenty-two states utilize these types of agreements. This policy can best be described as “program-major-to-program-major” articulation. These allow students to move from one institution to another seamlessly if they maintain their major area of study. The connectivity between institutions has been worked out in advance by postsecondary officials; thus, students are not forced to navigate this process as an individual pursuit. The linkages have already been agreed upon and laid out for all to see. Nevada is the only state in which each major program is articulated with all similar programs across the state. Most states focus on high-demand majors that are often more easily linked due to curricular standards imposed by external accrediting agencies.

Block Credit Transfer

Twenty-two states have implemented this approach which allows multiple credits to transfer from one institution to another as a single unit. This strategy is typically applied to general education curriculum or courses that are prerequisites. It helps avoid arbitrary course-by-course evaluation of transcripts which is very time consuming and often uneven in interpretation. Many states, however, have reported that this process is difficult to maintain due to the reality that campuses frequently make changes to their programs of study and courses.

Transfer Associate's Degrees

The use of this policy was reported by thirty-one states. It represents another attempt to streamline the transfer policy and prevent the need for course-by-course analysis of transfer credits. These programs typically apply to associate of arts (Florida and Rhode Island) or science (New York and Ohio) degrees. They also generally assure acceptance to an institution as a junior but not within a specific program of study.

State Transfer Web Portals

Another resource that states use to simplify the postsecondary transfer process is *transfer web portals*. These portals often serve as a “one-stop-shop” where students are able to better understand how many credits they will be able to transfer based on their program of study and the school to which they intend to transfer. From a state perspective these portals are seen as “an extension of a state’s efforts to develop clear, consistent articulation and transfer policies and procedures.”¹⁴ These portals become a conduit for putting policies into practice and easing the transfer burden incurred by students as well as registrars and transfer coordinators. A recent national research brief by the Western Interstate Commission for Higher Education (WICHE) describes these portals as serving the following purposes:

- Serve as a single point of entry to obtain user-friendly, comprehensive, and up-to-date information on transfer;
- Give students immediate access to the tools and resources that can help them understand their transfer options;
- Reduce the workload on faculty and advisors to maintain information on course equivalencies, degree requirements, and transfer agreements;
- Highlight services and communications that are transfer-student centric and welcoming to transfer students; and
- Promote cooperation and collaboration among public and private institutional partners.

Web Portal Sector Representation

Most state transfer portals focus on participation within the public sector; however, there are states that provide an array of opportunities for a variety of sectors. Of the 23 states with portals:

- Sixteen require public postsecondary participation;
- Fourteen have participation from their in-state private institutions;
- Four allow out-of-state public institutions to participate;
- Four allow out-of-state private institutions to participate; and
- Five allow for-profit institutions to participate.

One cause for concern is that some of these states have multiple transfer websites. For instance, among the 16 states that require their public institutions to participate, seven of them have a competing website or portal. In order to realize the desired efficiencies and clarity, the coordination of these transfer initiatives needs to be broad-based.

¹⁴ Western Interstate Commission for Higher Education, “Higher Education Web Portals: Serving State and Student Transfer Needs,” September 2010, accessed 6 July 2011 from <http://www.wiche.edu/info/publications/higherEdWebPortals.pdf>.

It is also critical that individual institutions serve as key participants during both the planning and implementation process. Some states describe their schools serving as “active contributors.” In this scenario an institution would make formal recommendations regarding course equivalencies. This is often done through a transfer advisory committee. Some states have their institutions serve as “content providers” who are responsible for reviewing and updating transfer data on an annual basis.

Portal Tools

The primary expectation of all portals is to clarify a state’s transfer and articulation policies. The content should be widely disseminated to all students, potential students, and their families. Many of the earliest transfer portals were developed by the states in which they are housed. This development was often incremental as state needs arose or funds became available. Most of the recent portals are either purchased or licensed commercial products developed by one of many companies that are meeting this custom niche. A recent survey conducted by a consortium of national research groups found that there was no difference in levels of satisfaction when comparing commercial and local products.

Each state has an array of portal functions that meet their unique needs or budgetary parameters. These features seek to link state policy and students’ educational plans. The following list provides a comprehensive examination of tools available within state transfer portals.

- *Personal Accounts for Users:* This allows students an opportunity to review and update their course information. Surprisingly, over half the states do not have this feature; this lack greatly hinders student utility.
- *Customizable Views of Course and Program Information:* This information can be presented in a dynamic or static form and serves to inform the student of the specific policies that will apply to their transfer situation. Some states allow students to search by institution the general education classes or free electives and how they will be slotted into the school that they plan to attend.
- *Transcripts and Applications:* Some portals allow students to streamline the transfer process by applying through these sites or requesting transcripts on-line. About one-third of states with portals plan to move in this direction.
- *Other Enhancements:* A common trend in transfer portals is to provide more in-depth information regarding how their credits will transfer and allowing the potential student to take immediate action such as application or filling out necessary forms on-line. Several states are also adding tools to make these portals more useful for faculty and advisors.

Recommendations for Policy and Practice in West Virginia

Articulation Agreements

Our research showed that the difference in number of credits that transfer and non-transfer bachelor’s degree earners earned on their way to graduation was not large. Even when we compared students who never took any courses at another institution with students who could have transferred multiple times the difference was only 10 credits (142 vs. 152). It should be noted that both transfer and non-transfer students take more credits than necessary to graduate

given that most degree programs require between 120 and 128 credits. In more detailed analysis of what type of credits students brought in and how these credits were applied to graduation requirements, we found general adherence to the existing core coursework transfer agreement and good faith efforts to apply as much credit as possible beyond this agreement. We found that the great majority of the time, failure of a course to be counted toward a requirement was for a legitimate reason. This was often because a student had taken courses to meet the general education requirements at their previous institutions that were not on the core coursework transfer agreement, had taken courses in subjects beyond what was necessary to meet requirements, or took courses that didn't meet either general education or major requirements. This latter category includes students taking courses outside their major but not part of general education, which students do regardless of whether they are transfer students as a natural part of postsecondary academic exploration or in the course of changing majors. It also should be noted that in all degree programs, some number of elective courses must be taken and a moderate number of credits brought in as electives does indeed move a student closer to graduation.

Given these dynamics, we do not recommend more comprehensive articulation measures such as a common general education core or common course numbering across all institutions. Rather, we recommend other avenues to improve student knowledge about the existing core coursework agreement and consistent applications of credits at the receiving institution.

Transfer Student Web Portal

While the system transfer policy is being honored by institutions, it is not transparent enough to students on the front end. Institutions are required to publish their transfer policies in campus materials, but how easy this information is to access varies widely by institution. Some institutions, such as West Virginia University, have a dynamic transfer evaluation website students can use to assess how their credits will transfer but at most institutions, students will not know what will transfer until they actually arrive on campus. This does not help their decision making. Furthermore, the state Core Coursework Transfer Agreement is not readily accessible to students at the time that they are making decisions about which core courses to take.

The transfer web portal should be linked to every institution web site in a prominent location, the Commission and Council web sites, and CFWV.com. It should educate students about the courses included in the Core Coursework Transfer Agreement. It should give clear guidance on what the requirements are at each institution in each program and how courses a student has already taken or plans to take will apply toward degree requirements at other institutions. To deal with the problem of inconsistency in substitutions for requirements, the web portal should be transparent about what courses have been substituted in the past for a requirement. The web portal can help students who think they may transfer make better course decisions at their first institution. It also settles many of the course application decisions *a priori* so that they are not made on a case by case basis and can be made clear to students as they are thinking about transferring as opposed to after they already have.

Shift the Burden from Students to Institutions

Encourage institutions to find ways to take the burden off of students for getting their transfer courses substituted for requirements after the initial registrar assessment. One institution's website, for example, states that submission of transcripts and being admitted to the institution

do not guarantee that a course equivalency evaluation will happen. A student must request it. This is the wrong approach in a state that needs more degree holders and that is trying to educate so many first generation college students unfamiliar with postsecondary administrative processes. Shifting this burden might take the form of a transfer counselor or a requirement at smaller institutions that the student's departmental advisor sign off that they have reviewed with the student his or her transfer courses for potential substitutions where courses did not transfer in as the same course as the requirement. Students cannot be expected to automatically know how to make the case that their previous courses meet the same educational objectives as the receiving institution graduation requirements.

Increase Financial Aid for Transfer Students.

Transfer students were shown in our analysis of financial aid to be needier than non-transfer students. This is related to the fact that they tend to be older and not dependent students. At the same time, they receive less grant aid. This is due to lower levels on the whole of state and institutional aid. Furthermore, state grant aid has been shown to make a difference for transfer students in their retention and graduation rates. Aid targeted at transfer students could be used as an incentive for community college students to do well and to transfer to four-year institutions. Through the extra money it provides, the program could facilitate students studying more, working less, and integrating more at the new campus. These things have been shown in research to improve retention and completion. The aid program could also through its renewal requirements incentivize academic achievement and progress to degree.

Appendix A.

Bluefield State College Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	82	29.1%	29	64.4%
Bluefield State College	2	0.7%	2	4.4%
Concord University	53	18.8%	9	20.0%
Fairmont State University	3	1.1%	1	2.2%
Glenville State College	7	2.5%	3	6.7%
Marshall University	6	2.1%	5	11.1%
Potomac State College of WVU	0	0.0%	1	2.2%
Shepherd University	0	0.0%	0	0.0%
West Liberty University	0	0.0%	0	0.0%
West Virginia State University	0	0.0%	1	2.2%
West Virginia University	6	2.1%	7	15.6%
WVU Institute of Technology	5	1.8%	0	0.0%
Public Two-Year Institutions	71	25.2%	16	35.6%
Blue Ridge CTC	1	0.4%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	4	8.9%
New River CTC	55	19.5%	6	13.3%
Pierpont CTC	0	0.0%	2	4.4%
Southern WV CTC	14	5.0%	4	8.9%
WV Northern CC	0	0.0%	0	0.0%
WVU at Parkersburg	1	0.4%	0	0.0%
Independent, Non-Profit	23	8.2%		
Appalachian Bible College	0	0.0%		
Alderson-Broadus College	2	0.7%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	19	6.7%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	2	0.7%		
Other (WV For-Profit or Out-of-State)	106	37.6%		
Total	282	100.0%	45	100.0%

Concord University Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	33	22.4%	89	70.6%
Bluefield State College	9	6.1%	53	42.1%
Concord University	0	0.0%	0	0.0%
Fairmont State University	1	0.7%	2	1.6%
Glenville State College	1	0.7%	3	2.4%
Marshall University	10	6.8%	14	11.1%
Potomac State College of WVU	1	0.7%	1	0.8%
Shepherd University	0	0.0%	1	0.8%
West Liberty University	0	0.0%	0	0.0%
West Virginia State University	0	0.0%	3	2.4%
West Virginia University	5	3.4%	12	9.5%
WVU Institute of Technology	6	4.1%	0	0.0%
Public Two-Year Institutions	14	9.5%	37	29.4%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	1	0.8%
Kanawha Valley CTC	0	0.0%	2	1.6%
Mountwest CTC	0	0.0%	6	4.8%
New River CTC	2	1.4%	14	11.1%
Pierpont CTC	0	0.0%	2	1.6%
Southern WV CTC	11	7.5%	7	5.6%
WV Northern CC	0	0.0%	1	0.8%
WVU at Parkersburg	1	0.7%	4	3.2%
Independent, Non-Profit	11	7.5%		
Appalachian Bible College	2	1.4%		
Alderson-Broadus College	1	0.7%		
Bethany College	1	0.7%		
Davis and Elkins	1	0.7%		
Mountain State University	6	4.1%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	89	60.5%		
Total	147	100.0%	126	100.0%

Fairmont State Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	162	35.4%	138	56.3%
Bluefield State College	1	0.2%	3	1.2%
Concord University	2	0.4%	1	0.4%
Fairmont State University	36	7.9%	36	14.7%
Glenville State College	14	3.1%	6	2.4%
Marshall University	17	3.7%	9	3.7%
Potomac State College of WVU	7	1.5%	2	0.8%
Shepherd University	2	0.4%	8	3.3%
West Liberty University	6	1.3%	4	1.6%
West Virginia State University	3	0.7%	3	1.2%
West Virginia University	70	15.3%	66	26.9%
WVU Institute of Technology	4	0.9%	0	0.0%
Public Two-Year Institutions	214	46.8%	107	43.7%
Blue Ridge CTC	0	0.0%	1	0.4%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	3	1.2%
Mountwest CTC	0	0.0%	13	5.3%
New River CTC	0	0.0%	8	3.3%
Pierpont CTC	193	42.2%	62	25.3%
Southern WV CTC	1	0.2%	2	0.8%
WV Northern CC	5	1.1%	4	1.6%
WVU at Parkersburg	15	3.3%	14	5.7%
Independent, Non-Profit	17	3.7%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	2	0.4%		
Bethany College	1	0.2%		
Davis and Elkins	7	1.5%		
Mountain State University	2	0.4%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	4	0.9%		
Wheeling Jesuit University	1	0.2%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	64	14.0%		
Total	457	100.0%	245	100.0%

Glenville State College Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	30	33.3%	42	60.0%
Bluefield State College	3	3.3%	7	10.0%
Concord University	3	3.3%	1	1.4%
Fairmont State University	6	6.7%	14	20.0%
Glenville State College	0	0.0%	0	0.0%
Marshall University	2	2.2%	4	5.7%
Potomac State College of WVU	4	4.4%	1	1.4%
Shepherd University	1	1.1%	1	1.4%
West Liberty University	0	0.0%	3	4.3%
West Virginia State University	2	2.2%	1	1.4%
West Virginia University	9	10.0%	10	14.3%
WVU Institute of Technology	0	0.0%	0	0.0%
Public Two-Year Institutions	5	5.6%	28	40.0%
Blue Ridge CTC	0	0.0%	1	1.4%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	2	2.9%
Mountwest CTC	0	0.0%	3	4.3%
New River CTC	0	0.0%	6	8.6%
Pierpont CTC	0	0.0%	7	10.0%
Southern WV CTC	0	0.0%	0	0.0%
WV Northern CC	0	0.0%	1	1.4%
WVU at Parkersburg	5	5.6%	8	11.4%
Independent, Non-Profit	1	1.1%		
Appalachian Bible College	0	0.0%		
Alderson-Broadus College	0	0.0%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	0	0.0%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	1	1.1%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	54	60.0%		
Total	90	100.0%	70	100.0%

Marshall University Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	125	23.3%	114	61.3%
Bluefield State College	5	0.9%	6	3.2%
Concord University	14	2.6%	10	5.4%
Fairmont State University	9	1.7%	17	9.1%
Glenville State College	4	0.7%	2	1.1%
Marshall University	3	0.6%	3	1.6%
Potomac State College of WVU	5	0.9%	0	0.0%
Shepherd University	5	0.9%	6	3.2%
West Liberty University	3	0.6%	3	1.6%
West Virginia State University	28	5.2%	13	7.0%
West Virginia University	38	7.1%	53	28.5%
WVU Institute of Technology	11	2.0%	1	0.5%
Public Two-Year Institutions	65	12.1%	72	38.7%
Blue Ridge CTC	0	0.0%	1	0.5%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	9	4.8%
Mountwest CTC	0	0.0%	0	0.0%
New River CTC	0	0.0%	5	2.7%
Pierpont CTC	0	0.0%	11	5.9%
Southern WV CTC	54	10.1%	24	12.9%
WV Northern CC	0	0.0%	5	2.7%
WVU at Parkersburg	11	2.0%	17	9.1%
Independent, Non-Profit	24	4.5%		
Appalachian Bible College	1	0.2%		
Alderson-Broadbudd College	4	0.7%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	8	1.5%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	3	0.6%		
Wheeling Jesuit University	1	0.2%		
University of Charleston	7	1.3%		
Other (WV For-Profit or Out-of-State)	323	60.1%		
Total	537	100.0%	186	100.0%

Potomac State College Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	12	25.5%	196	88.3%
Bluefield State College	1	2.1%	0	0.0%
Concord University	1	2.1%	1	0.5%
Fairmont State University	2	4.3%	7	3.2%
Glenville State College	1	2.1%	4	1.8%
Marshall University	0	0.0%	5	2.3%
Potomac State College of WVU	0	0.0%	0	0.0%
Shepherd University	2	4.3%	0	0.0%
West Liberty University	0	0.0%	1	0.5%
West Virginia State University	0	0.0%	0	0.0%
West Virginia University	4	8.5%	178	80.2%
WVU Institute of Technology	1	2.1%	0	0.0%
Public Two-Year Institutions	3	6.4%	26	11.7%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	2	4.3%	12	5.4%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	2	0.9%
New River CTC	0	0.0%	0	0.0%
Pierpont CTC	0	0.0%	7	3.2%
Southern WV CTC	1	2.1%	3	1.4%
WV Northern CC	0	0.0%	0	0.0%
WVU at Parkersburg	0	0.0%	2	0.9%
Independent, Non-Profit	1	2.1%		
Appalachian Bible College	0	0.0%		
Alderson-Broadus College	1	2.1%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	0	0.0%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	31	66.0%		
Total	47	100.0%	222	100.0%

Shepherd University Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	33	9.9%	35	41.2%
Bluefield State College	0	0.0%	0	0.0%
Concord University	1	0.3%	0	0.0%
Fairmont State University	8	2.4%	2	2.4%
Glenville State College	1	0.3%	1	1.2%
Marshall University	6	1.8%	5	5.9%
Potomac State College of WVU	0	0.0%	2	2.4%
Shepherd University	0	0.0%	0	0.0%
West Liberty University	0	0.0%	1	1.2%
West Virginia State University	2	0.6%	0	0.0%
West Virginia University	13	3.9%	24	28.2%
WVU Institute of Technology	2	0.6%	0	0.0%
Public Two-Year Institutions	51	15.2%	50	58.8%
Blue Ridge CTC	47	14.0%	42	49.4%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	3	3.5%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	2	2.4%
New River CTC	0	0.0%	0	0.0%
Pierpont CTC	0	0.0%	2	2.4%
Southern WV CTC	0	0.0%	0	0.0%
WV Northern CC	2	0.6%	1	1.2%
WVU at Parkersburg	2	0.6%	0	0.0%
Independent, Non-Profit	10	3.0%		
Appalachian Bible College	0	0.0%		
Alderson-Broadus College	2	0.6%		
Bethany College	0	0.0%		
Davis and Elkins	4	1.2%		
Mountain State University	3	0.9%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	1	0.3%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	241	71.9%		
Total	335	100.0%	85	100.0%

West Liberty Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	36	18.3%	24	19.4%
Bluefield State College	0	0.0%	0	0.0%
Concord University	0	0.0%	0	0.0%
Fairmont State University	4	2.0%	6	4.8%
Glenville State College	3	1.5%	0	0.0%
Marshall University	3	1.5%	3	2.4%
Potomac State College of WVU	1	0.5%	0	0.0%
Shepherd University	1	0.5%	0	0.0%
West Liberty University	0	0.0%	0	0.0%
West Virginia State University	0	0.0%	1	0.8%
West Virginia University	24	12.2%	14	11.3%
WVU Institute of Technology	0	0.0%	0	0.0%
Public Two-Year Institutions	48	24.4%	100	80.6%
Blue Ridge CTC	0	0.0%	1	0.8%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	1	0.8%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	1	0.8%
New River CTC	0	0.0%	1	0.8%
Pierpont CTC	0	0.0%	3	2.4%
Southern WV CTC	0	0.0%	0	0.0%
WV Northern CC	48	24.4%	91	73.4%
WVU at Parkersburg	0	0.0%	2	1.6%
Independent, Non-Profit	16	8.1%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	3	1.5%		
Bethany College	5	2.5%		
Davis and Elkins	0	0.0%		
Mountain State University	0	0.0%		
Ohio Valley University	1	0.5%		
WV Wesleyan College	1	0.5%		
Wheeling Jesuit University	6	3.0%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	97	49.2%		
Total	197	100.0%	124	100.0%

West Virginia State Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	36	34.6%	50	49.0%
Bluefield State College	1	1.0%	0	0.0%
Concord University	3	2.9%	0	0.0%
Fairmont State University	3	2.9%	3	2.9%
Glenville State College	1	1.0%	2	2.0%
Marshall University	13	12.5%	28	27.5%
Potomac State College of WVU	0	0.0%	0	0.0%
Shepherd University	0	0.0%	2	2.0%
West Liberty University	1	1.0%	0	0.0%
West Virginia State University	0	0.0%	0	0.0%
West Virginia University	6	5.8%	14	13.7%
WVU Institute of Technology	8	7.7%	1	1.0%
Public Two-Year Institutions	17	16.3%	52	51.0%
Blue Ridge CTC	1	1.0%	1	1.0%
Bridgemont CTC	0	0.0%	1	1.0%
Eastern WV CTC	0	0.0%	1	1.0%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	21	20.6%
New River CTC	2	1.9%	1	1.0%
Pierpont CTC	0	0.0%	4	3.9%
Southern WV CTC	13	12.5%	16	15.7%
WV Northern CC	0	0.0%	0	0.0%
WVU at Parkersburg	1	1.0%	7	6.9%
Independent, Non-Profit	10	9.6%		
Appalachian Bible College	1	1.0%		
Alderson-Broadus College	2	1.9%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	1	1.0%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	6	5.8%		
Other (WV For-Profit or Out-of-State)	41	39.4%		
Total	104	100.0%	102	100.0%

West Virginia University Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	394	38.4%	175	55.2%
Bluefield State College	7	0.7%	6	1.9%
Concord University	12	1.2%	5	1.6%
Fairmont State University	66	6.4%	70	22.1%
Glenville State College	10	1.0%	9	2.8%
Marshall University	53	5.2%	38	12.0%
Potomac State College of WVU	178	17.3%	4	1.3%
Shepherd University	24	2.3%	13	4.1%
West Liberty University	14	1.4%	24	7.6%
West Virginia State University	14	1.4%	6	1.9%
West Virginia University	0	0.0%	0	0.0%
WVU Institute of Technology	16	1.6%	0	0.0%
Public Two-Year Institutions	69	6.7%	142	44.8%
Blue Ridge CTC	0	0.0%	6	1.9%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	2	0.2%	2	0.6%
Kanawha Valley CTC	0	0.0%	3	0.9%
Mountwest CTC	1	0.1%	11	3.5%
New River CTC	8	0.8%	12	3.8%
Pierpont CTC	0	0.0%	43	13.6%
Southern WV CTC	8	0.8%	10	3.2%
WV Northern CC	11	1.1%	23	7.3%
WVU at Parkersburg	39	3.8%	32	10.1%
Independent, Non-Profit	37	3.6%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	4	0.4%		
Bethany College	5	0.5%		
Davis and Elkins	2	0.2%		
Mountain State University	5	0.5%		
Ohio Valley University	2	0.2%		
WV Wesleyan College	6	0.6%		
Wheeling Jesuit University	4	0.4%		
University of Charleston	9	0.9%		
Other (WV For-Profit or Out-of-State)	527	51.3%		
Total	1027	100.0%	317	100.0%

WVU Institute of Technology Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	2	20.0%	53	63.9%
Bluefield State College	0	0.0%	5	6.0%
Concord University	0	0.0%	6	7.2%
Fairmont State University	0	0.0%	4	4.8%
Glenville State College	0	0.0%	0	0.0%
Marshall University	1	10.0%	11	13.3%
Potomac State College of WVU	0	0.0%	1	1.2%
Shepherd University	0	0.0%	2	2.4%
West Liberty University	0	0.0%	0	0.0%
West Virginia State University	1	10.0%	8	9.6%
West Virginia University	0	0.0%	16	19.3%
WVU Institute of Technology	0	0.0%	0	0.0%
Public Two-Year Institutions	0	0.0%	30	36.1%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	8	9.6%
Mountwest CTC	0	0.0%	1	1.2%
New River CTC	0	0.0%	10	12.0%
Pierpont CTC	0	0.0%	1	1.2%
Southern WV CTC	0	0.0%	6	7.2%
WV Northern CC	0	0.0%	1	1.2%
WVU at Parkersburg	0	0.0%	3	3.6%
Independent, Non-Profit	2	20.0%		
Appalachian Bible College	0	0.0%		
Alderson-Broadus College	0	0.0%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	1	10.0%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	1	10.0%		
Other (WV For-Profit or Out-of-State)	6	60.0%		
Total	10	100.0%	83	100.0%

Blueridge CTC Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	1	50.0%	49	100.0%
Bluefield State College	0	0.0%	1	2.0%
Concord University	0	0.0%	0	0.0%
Fairmont State University	0	0.0%	0	0.0%
Glenville State College	0	0.0%	0	0.0%
Marshall University	0	0.0%	0	0.0%
Potomac State College of WVU	0	0.0%	0	0.0%
Shepherd University	0	0.0%	47	95.9%
West Liberty University	0	0.0%	0	0.0%
West Virginia State University	1	50.0%	1	2.0%
West Virginia University	0	0.0%	0	0.0%
WVU Institute of Technology	0	0.0%	0	0.0%
Public Two-Year Institutions	0	0.0%	0	0.0%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	0	0.0%
New River CTC	0	0.0%	0	0.0%
Pierpont CTC	0	0.0%	0	0.0%
Southern WV CTC	0	0.0%	0	0.0%
WV Northern CC	0	0.0%	0	0.0%
WVU at Parkersburg	0	0.0%	0	0.0%
Independent, Non-Profit	1	50.0%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	0	0.0%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	0	0.0%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	1	50.0%		
Other (WV For-Profit or Out-of-State)	0	0.0%		
Total	2	100.0%	49	100.0%

Bridgemont CTC Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	1	50.0%	0	NA
Bluefield State College	0	0.0%	0	NA
Concord University	0	0.0%	0	NA
Fairmont State University	0	0.0%	0	NA
Glenville State College	0	0.0%	0	NA
Marshall University	0	0.0%	0	NA
Potomac State College of WVU	0	0.0%	0	NA
Shepherd University	0	0.0%	0	NA
West Liberty University	0	0.0%	0	NA
West Virginia State University	1	50.0%	0	NA
West Virginia University	0	0.0%	0	NA
WVU Institute of Technology	0	0.0%	0	NA
Public Two-Year Institutions	0	0.0%	0	NA
Blue Ridge CTC	0	0.0%	0	NA
Bridgemont CTC	0	0.0%	0	NA
Eastern WV CTC	0	0.0%	0	NA
Kanawha Valley CTC	0	0.0%	0	NA
Mountwest CTC	0	0.0%	0	NA
New River CTC	0	0.0%	0	NA
Pierpont CTC	0	0.0%	0	NA
Southern WV CTC	0	0.0%	0	NA
WV Northern CC	0	0.0%	0	NA
WVU at Parkersburg	0	0.0%	0	NA
Independent, Non-Profit	1	50.0%		
Appalachian Bible College	0	0.0%		
Alderson-Broadus College	0	0.0%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	0	0.0%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	1	50.0%		
Other (WV For-Profit or Out-of-State)	0	0.0%		
Total	2	100.0%	0	NA

Eastern CTC Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	20	66.7%	4	100.0%
Bluefield State College	0	0.0%	0	0.0%
Concord University	1	3.3%	0	0.0%
Fairmont State University	0	0.0%	0	0.0%
Glenville State College	0	0.0%	0	0.0%
Marshall University	0	0.0%	0	0.0%
Potomac State College of WVU	12	40.0%	2	50.0%
Shepherd University	3	10.0%	0	0.0%
West Liberty University	1	3.3%	0	0.0%
West Virginia State University	1	3.3%	0	0.0%
West Virginia University	2	6.7%	2	50.0%
WVU Institute of Technology	0	0.0%	0	0.0%
Public Two-Year Institutions	0	0.0%	0	0.0%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	0	0.0%
New River CTC	0	0.0%	0	0.0%
Pierpont CTC	0	0.0%	0	0.0%
Southern WV CTC	0	0.0%	0	0.0%
WV Northern CC	0	0.0%	0	0.0%
WVU at Parkersburg	0	0.0%	0	0.0%
Independent, Non-Profit	4	13.3%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	2	6.7%		
Bethany College	0	0.0%		
Davis and Elkins	2	6.7%		
Mountain State University	0	0.0%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	6	20.0%		
Total	30	100.0%	4	100.0%

Kanawha Valley CTC Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	27	34.6%	0	NA
Bluefield State College	0	0.0%	0	NA
Concord University	2	2.6%	0	NA
Fairmont State University	3	3.8%	0	NA
Glenville State College	2	2.6%	0	NA
Marshall University	9	11.5%	0	NA
Potomac State College of WVU	0	0.0%	0	NA
Shepherd University	0	0.0%	0	NA
West Liberty University	0	0.0%	0	NA
West Virginia State University	0	0.0%	0	NA
West Virginia University	3	3.8%	0	NA
WVU Institute of Technology	8	10.3%	0	NA
Public Two-Year Institutions	9	11.5%	0	NA
Blue Ridge CTC	0	0.0%	0	NA
Bridgemont CTC	0	0.0%	0	NA
Eastern WV CTC	0	0.0%	0	NA
Kanawha Valley CTC	0	0.0%	0	NA
Mountwest CTC	0	0.0%	0	NA
New River CTC	0	0.0%	0	NA
Pierpont CTC	0	0.0%	0	NA
Southern WV CTC	4	5.1%	0	NA
WV Northern CC	0	0.0%	0	NA
WVU at Parkersburg	5	6.4%	0	NA
Independent, Non-Profit	13	16.7%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	0	0.0%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	6	7.7%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	7	9.0%		
Other (WV For-Profit or Out-of-State)	29	37.2%		
Total	78	100.0%	0	NA

Mountwest CTC Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	64	27.8%	1	100.0%
Bluefield State College	4	1.7%	0	0.0%
Concord University	6	2.6%	0	0.0%
Fairmont State University	13	5.7%	0	0.0%
Glenville State College	3	1.3%	0	0.0%
Marshall University	0	0.0%	0	0.0%
Potomac State College of WVU	2	0.9%	0	0.0%
Shepherd University	2	0.9%	0	0.0%
West Liberty University	1	0.4%	0	0.0%
West Virginia State University	21	9.1%	0	0.0%
West Virginia University	11	4.8%	1	100.0%
WVU Institute of Technology	1	0.4%	0	0.0%
Public Two-Year Institutions	14	6.1%	0	0.0%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	0	0.0%
New River CTC	0	0.0%	0	0.0%
Pierpont CTC	0	0.0%	0	0.0%
Southern WV CTC	6	2.6%	0	0.0%
WV Northern CC	5	2.2%	0	0.0%
WVU at Parkersburg	3	1.3%	0	0.0%
Independent, Non-Profit	6	2.6%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	0	0.0%		
Bethany College	0	0.0%		
Davis and Elkins	1	0.4%		
Mountain State University	2	0.9%		
Ohio Valley University	1	0.4%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	2	0.9%		
Other (WV For-Profit or Out-of-State)	146	63.5%		
Total	230	100.0%	1	100.0%

New River CTC Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	63	43.8%	67	95.7%
Bluefield State College	6	4.2%	55	78.6%
Concord University	14	9.7%	2	2.9%
Fairmont State University	8	5.6%	0	0.0%
Glenville State College	6	4.2%	0	0.0%
Marshall University	5	3.5%	0	0.0%
Potomac State College of WVU	0	0.0%	0	0.0%
Shepherd University	0	0.0%	0	0.0%
West Liberty University	1	0.7%	0	0.0%
West Virginia State University	1	0.7%	2	2.9%
West Virginia University	12	8.3%	8	11.4%
WVU Institute of Technology	10	6.9%	0	0.0%
Public Two-Year Institutions	5	3.5%	3	4.3%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	0	0.0%
New River CTC	3	2.1%	3	4.3%
Pierpont CTC	0	0.0%	0	0.0%
Southern WV CTC	1	0.7%	0	0.0%
WV Northern CC	1	0.7%	0	0.0%
WVU at Parkersburg	0	0.0%	0	0.0%
Independent, Non-Profit	30	20.8%		
Appalachian Bible College	1	0.7%		
Alderson-Broadbudd College	3	2.1%		
Bethany College	0	0.0%		
Davis and Elkins	1	0.7%		
Mountain State University	25	17.4%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	46	31.9%		
Total	144	100.0%	70	100.0%

Pierpont CTC Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	144	66.1%	193	96.5%
Bluefield State College	2	0.9%	0	0.0%
Concord University	2	0.9%	0	0.0%
Fairmont State University	62	28.4%	193	96.5%
Glenville State College	7	3.2%	0	0.0%
Marshall University	11	5.0%	0	0.0%
Potomac State College of WVU	7	3.2%	0	0.0%
Shepherd University	2	0.9%	0	0.0%
West Liberty University	3	1.4%	0	0.0%
West Virginia State University	4	1.8%	0	0.0%
West Virginia University	43	19.7%	0	0.0%
WVU Institute of Technology	1	0.5%	0	0.0%
Public Two-Year Institutions	17	7.8%	7	3.5%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	0	0.0%
New River CTC	0	0.0%	0	0.0%
Pierpont CTC	7	3.2%	7	3.5%
Southern WV CTC	1	0.5%	0	0.0%
WV Northern CC	4	1.8%	0	0.0%
WVU at Parkersburg	5	2.3%	0	0.0%
Independent, Non-Profit	7	3.2%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	2	0.9%		
Bethany College	0	0.0%		
Davis and Elkins	4	1.8%		
Mountain State University	0	0.0%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	1	0.5%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	50	22.9%		
Total	218	100.0%	200	100.0%

Southern WV CTC Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	72	67.9%	102	87.9%
Bluefield State College	4	3.8%	14	12.1%
Concord University	7	6.6%	11	9.5%
Fairmont State University	2	1.9%	1	0.9%
Glenville State College	0	0.0%	0	0.0%
Marshall University	24	22.6%	54	46.6%
Potomac State College of WVU	3	2.8%	1	0.9%
Shepherd University	0	0.0%	0	0.0%
West Liberty University	0	0.0%	0	0.0%
West Virginia State University	16	15.1%	13	11.2%
West Virginia University	10	9.4%	8	6.9%
WVU Institute of Technology	6	5.7%	0	0.0%
Public Two-Year Institutions	0	0.0%	14	12.1%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	4	3.4%
Mountwest CTC	0	0.0%	6	5.2%
New River CTC	0	0.0%	1	0.9%
Pierpont CTC	0	0.0%	1	0.9%
Southern WV CTC	0	0.0%	0	0.0%
WV Northern CC	0	0.0%	0	0.0%
WVU at Parkersburg	0	0.0%	2	1.7%
Independent, Non-Profit	3	2.8%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	0	0.0%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	1	0.9%		
Ohio Valley University	0	0.0%		
WV Wesleyan College	0	0.0%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	2	1.9%		
Other (WV For-Profit or Out-of-State)	31	29.2%		
Total	106	100.0%	116	100.0%

WV Northern CC Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	127	38.6%	66	80.5%
Bluefield State College	0	0.0%	0	0.0%
Concord University	1	0.3%	0	0.0%
Fairmont State University	4	1.2%	5	6.1%
Glenville State College	1	0.3%	0	0.0%
Marshall University	5	1.5%	0	0.0%
Potomac State College of WVU	0	0.0%	0	0.0%
Shepherd University	1	0.3%	2	2.4%
West Liberty University	91	27.7%	48	58.5%
West Virginia State University	0	0.0%	0	0.0%
West Virginia University	23	7.0%	11	13.4%
WVU Institute of Technology	1	0.3%	0	0.0%
Public Two-Year Institutions	3	0.9%	16	19.5%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	0	0.0%
Mountwest CTC	0	0.0%	5	6.1%
New River CTC	0	0.0%	1	1.2%
Pierpont CTC	0	0.0%	4	4.9%
Southern WV CTC	0	0.0%	0	0.0%
WV Northern CC	0	0.0%	0	0.0%
WVU at Parkersburg	3	0.9%	6	7.3%
Independent, Non-Profit	20	6.1%		
Appalachian Bible College	0	0.0%		
Alderson-Broadbudd College	0	0.0%		
Bethany College	5	1.5%		
Davis and Elkins	0	0.0%		
Mountain State University	0	0.0%		
Ohio Valley University	5	1.5%		
WV Wesleyan College	1	0.3%		
Wheeling Jesuit University	9	2.7%		
University of Charleston	0	0.0%		
Other (WV For-Profit or Out-of-State)	179	54.4%		
Total	329	100.0%	82	100.0%

WVU Parkersburg Receiving and Sending Patterns

Institution	Incoming Transfers		Outgoing Transfers	
	Number	Percent	Number	Percent
Public Four-Year Institutions	89	43.8%	75	82.4%
Bluefield State College	0	0.0%	1	1.1%
Concord University	4	2.0%	1	1.1%
Fairmont State University	14	6.9%	15	16.5%
Glenville State College	8	3.9%	5	5.5%
Marshall University	17	8.4%	11	12.1%
Potomac State College of WVU	2	1.0%	0	0.0%
Shepherd University	0	0.0%	2	2.2%
West Liberty University	2	1.0%	0	0.0%
West Virginia State University	7	3.4%	1	1.1%
West Virginia University	32	15.8%	39	42.9%
WVU Institute of Technology	3	1.5%	0	0.0%
Public Two-Year Institutions	8	3.9%	16	17.6%
Blue Ridge CTC	0	0.0%	0	0.0%
Bridgemont CTC	0	0.0%	0	0.0%
Eastern WV CTC	0	0.0%	0	0.0%
Kanawha Valley CTC	0	0.0%	5	5.5%
Mountwest CTC	0	0.0%	3	3.3%
New River CTC	0	0.0%	0	0.0%
Pierpont CTC	0	0.0%	5	5.5%
Southern WV CTC	2	1.0%	0	0.0%
WV Northern CC	6	3.0%	3	3.3%
WVU at Parkersburg	0	0.0%	0	0.0%
Independent, Non-Profit	25	12.3%		
Appalachian Bible College	1	0.5%		
Alderson-Broadbudd College	2	1.0%		
Bethany College	0	0.0%		
Davis and Elkins	0	0.0%		
Mountain State University	0	0.0%		
Ohio Valley University	13	6.4%		
WV Wesleyan College	3	1.5%		
Wheeling Jesuit University	0	0.0%		
University of Charleston	6	3.0%		
Other (WV For-Profit or Out-of-State)	81	39.9%		
Total	203	100.0%	91	100.0%

Appendix B.

TITLE 133 PROCEDURAL RULE

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

SERIES 17 TRANSFERABILITY OF CREDITS AND GRADES AT WEST VIRGINIA PUBLIC COLLEGES AND UNIVERSITIES

1. GENERAL

- 1.1 Scope: This rule establishes guidelines for the transferability of credits and grades at the undergraduate level.
- 1.2 Authority: West Virginia Code § 18B-1-1A, 18B-1-4, 18B-2A-4
- 1.3 Filing Date: January 13, 2010
- 1.4 Effective Date: February 15, 2010
- 1.5 Repeals and replaces Title 133, Series 17 which had an effective date of April 18, 2005.

2. TRANSFER GUIDELINES

- 2.1 It is the policy of the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical Education that the transfer of credits among public institutions of higher education will be complete, consistent with appropriate and legitimate academic program integrity. Institutional practice is to ensure that students may transfer and apply toward the requirements for a degree the maximum number of credits earned at a regionally accredited institution with as few requirements to repeat courses or to take additional courses as is consistent with sound academic policy.
- 2.2 To this end, the following policy guidelines are hereby promulgated:
 - 2.2.1 Undergraduate level credits and grades earned at any public institution in West Virginia shall generally be transferable to any other such institution. Use of grades for institutional purposes, such as, without limitation, criteria for academic probation, recognition for graduation with honors or other institutional purposes, shall be subject to the policy of the receiving institution.

- 2.2.2 Provided all other provisions of this rule are met, at least 64 and no more than 72 hours of credits and grades completed at public community and technical colleges or regional campuses in West Virginia shall be transferable to any public baccalaureate degree-granting institution in West Virginia. Exceptions to the 72 hour transfer limit may be made by the chief academic officer of the baccalaureate institution receiving the credits and grades.
- 2.2.3 With the exception of those enrolling in specialized four-year programs which have demonstrable and bona fide externally imposed requirements making such a goal impossible, students completing two-year associate degrees at public institutions in West Virginia shall generally, upon transfer to a baccalaureate-level degree-granting institution, have junior level status and be able to graduate with the same number of total credit hours as a nontransfer student at the same institution and in the same program. An exception may exist in any instance where the associate degree is a technical type designed for occupational/career purposes and the general education component is substantially of a markedly different nature than that required for a student at the same two-year institution enrolled in a college transfer associate degree program; or where requirements of the major have not been met.
- 2.2.4 In an effort to meet the needs of students enrolled in occupational/career associate degree programs at West Virginia public community and technical colleges who seek to complete baccalaureate-level education, the public baccalaureate institutions are encouraged to provide opportunities for students to enroll in applied baccalaureate-completion programs.
- 2.2.5 The West Virginia Higher Education Policy Commission and the Council for Community and Technical College Education recognize the Regents Bachelor of Arts degree program as a degree completion program serving graduates of the Board of Governors Associate in Applied Science degree program.
- 2.2.6 Each institution with baccalaureate-completion programs is encouraged to make full utilization of distance education, including on-line courses, to provide transferring students with associate degree credits the maximum opportunities to complete a baccalaureate degree.
- 2.2.7 In response to the statutory charge that undergraduate core coursework completed at a state institution is transferable as general studies credit to all other state institutions of higher education in West Virginia for credit with the grade earned, the West Virginia Higher Education Policy Commission and the Council for Community and Technical College Education maintain a core coursework transfer agreement. The core coursework transfer agreement lists the general studies courses at each institution which have been approved for inclusion in the agreement and is updated annually. Under the terms of the agreement, a student may transfer up to thirty- five credit hours of undergraduate coursework in the

areas of English composition, communications and literature, fine arts appreciation, mathematics, natural science, and social science as general studies credits. The agreement establishes hours of coursework acceptable for transfer that will count toward fulfillment of general studies requirements. Since coursework is generally transferable among institutions in the state colleges and universities, a student could conceivably transfer more than thirty-five hours of general studies credit from one institution to another that are provided for in this agreement. The agreement is not designed to limit the number of credits that are transferred. Its purpose is to assure that students will be able to transfer credits in accordance with the terms of the agreement.

- 2.2.8 There shall be developed and maintained specific detailed articulation agreements between appropriate public institutions in West Virginia. Information on articulation agreements between community and technical colleges and baccalaureate institutions in West Virginia, including specific courses that are part of the agreement, will be published in official campus materials and widely disseminated to students.
- 2.2.9 While each institution is encouraged to maintain high quality standards in its undergraduate transfer policy, it is also the expectation that each institution will be flexible in the establishment of any residence requirement. With the advent of instructional communications technology, particularly web-based instruction, and the emerging pattern of many students completing credits from a number of institutions, institutions may wish to eliminate or curtail substantially the imposition of a residency requirement for credits completed at the degree-granting institution. An institution may maintain, however, requirements for an appropriate minimum grade point average on previous work attempted and the grade point average for admission to a particular program.
- 2.2.10 Credits for graduate coursework at the master's level earned at a regionally accredited institution are generally transferable to a West Virginia public college or university authorized to offer master's degree programs. The receiving institution may limit transfer credits to twelve hours and to those credits that meet master's degree program requirements.
- 2.2.11 Each institution shall file its policy on transfer of academic credits with the Chancellor's office.



West Virginia Higher Education Policy Commission

**Report to the Legislative Oversight Commission
on Education Accountability**

July 12, 2011

**P-20 STATEWIDE LONGITUDINAL EDUCATION DATA SYSTEM
(SLED)
PROGRESS REPORT**

P-20 Statewide Longitudinal Education Data System (SLED) Progress Report



A Report Presented to the
Legislative Oversight Commission on Education Accountability

July 2011

P-20 Statewide Longitudinal Education Data System (SLED) Background

- The West Virginia Higher Education Policy Commission (HEPC) has been awarded one-time funding to develop a P-20 Statewide Longitudinal Education Data System (SLED).
- The priority of the SLED project is to implement a P-20 data warehouse that is compliant with the WEST VIRGINIA CODE §18B-1D-10.
- The mission of the SLED team is to link P-12 with postsecondary and workforce data in order to create a statewide longitudinal data system (SLDS), enabling policymakers and administrators as well as teachers, parents, and students to gather and use information in order to enhance West Virginia's supply of human capital.



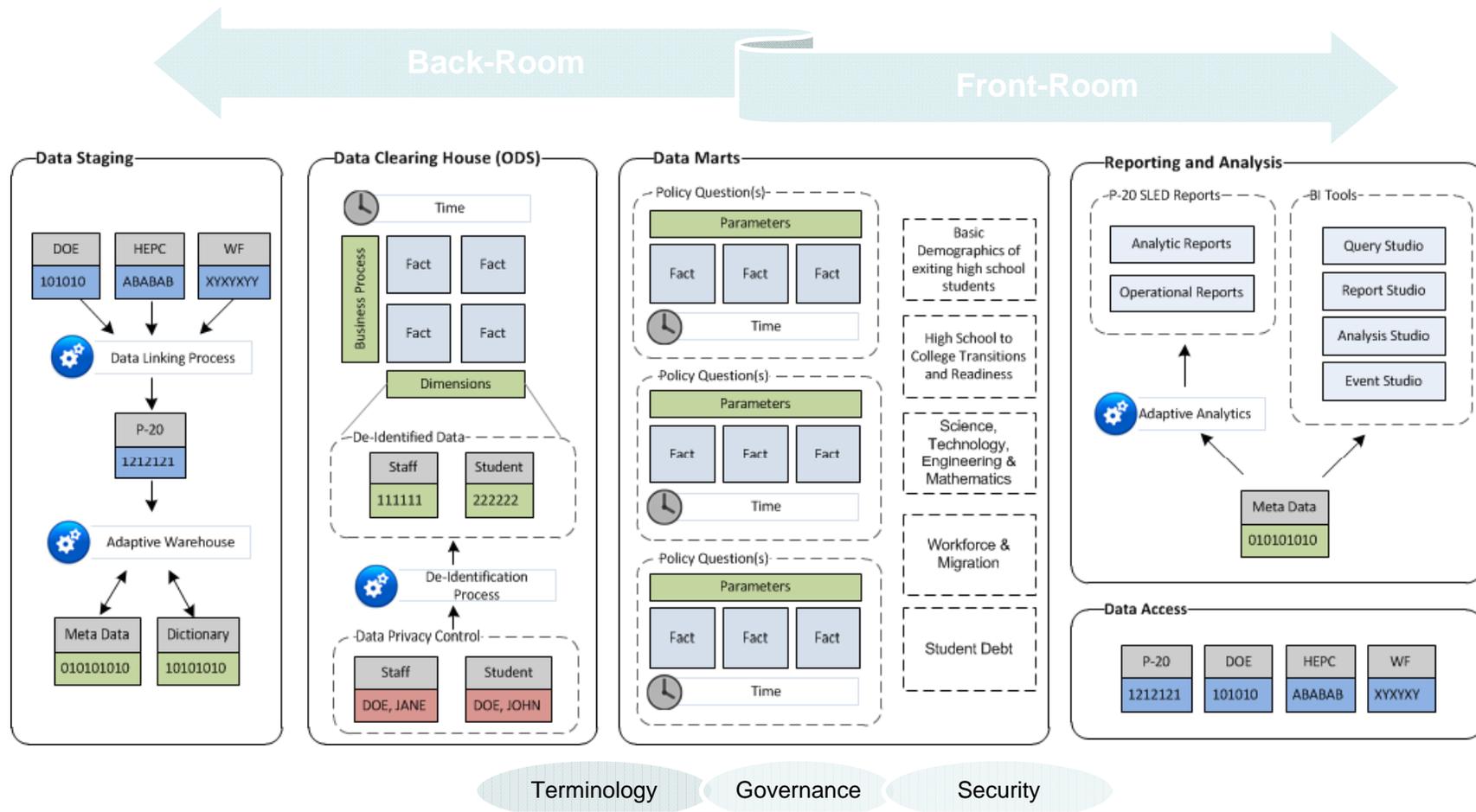
P-20 Statewide Longitudinal Education Data System (SLED) Goals

1. Establish a P-20 longitudinal data system providing student data from birth through P-12 to postsecondary education and workforce to inform education's policy, practice and research.
2. Improve data accuracy and integrity.
3. Provide easily generated data for continuous school improvement and student achievement.

P-20 Statewide Longitudinal Education Data System (SLED) Other Benefits

- For agencies that don't have their own system and reporting tools, it is less expensive to bring their data into the P-20 structure and use our licenses than build their own "silos."
- Linked data show a more complete picture that allows us to look at the broader impact of policies across agency boundaries.
- Provides analysts and researchers to support multiple agencies in their use of the system.
- Coordinate agreed upon metrics and terms instead of every office developing their own definition of things like "college readiness" and "student success."
- Cut down on duplicate efforts to collect and maintain data.

P-20 Statewide Longitudinal Education Data System (SLED) Design (HOW DOES IT WORK)



Types of Critical Policy Questions that can be addressed by P-20 Statewide Longitudinal Education Data System (SLED)

Which early childhood programs have the greatest impact on preparing students for kindergarten?

What factors in high school predict success in college and in career?

How much do our college graduates earn and how long does it take for them to find full-time work? What is their debt burden while in college and upon graduation?

How well do AP, IB, and dual credit programs improve college going and college success and shorten “time to degree”?

Types of Critical Policy Questions that can be addressed by P-20 Statewide Longitudinal Education Data System (SLED) - *Continued*

What K-12 courses, programs and other experiences are predictive of college readiness, including mode of delivery?

How successful are programs like GearUp, TRIO, etc. in terms of encouraging more disadvantaged students to attend and succeed in college?

**What proportion of our college graduates leave the state to work?
What proportion of our out-of-state college students remain in W-VA upon graduation?**

How many high school graduates leave W-VA to go to college and return here to live and work?

P-20 Statewide Longitudinal Education Data System (SLED) Sustainability

- The system is being developed and will be deployed through a grant from the ARRA that ends in September 2011.
- No funds are currently earmarked to sustain the system past September 2011.

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