

**Description/Definition:** College transfer programs provide educational experiences that will enable transfer students to make the transition to a baccalaureate program and perform as well as the students who enroll as first-time freshmen at universities. The purpose of this measure is to compare the performance of community college associate degree students (Associate in Arts, Associate in Science, and Associate in Fine Arts) who transfer to public North Carolina universities with students native to the four-year institutions.

**Methodology and Data Source:** Data on two cohorts of college transfer students entering the public universities each year are analyzed. One cohort analysis compares the performance of college transfer degree recipients (AA, AS, AFA) at the end of two semesters at the public university to the performance of native juniors. The second cohort analysis compares the performance of college transfer students completing at least 24 hours or more of college transfer courses at a community college but not completing the degree to the performance of native sophomores. A cell size of at least 10 students is required for reporting this measure.

Previous to this report, the University of North Carolina General Administration (UNC GA) analyzed performance data on students who transferred to a four-year public institution within two years of leaving a community college. However, recently the methodology was changed to measure the performance of community college transfer students with the native students within one year of leaving a community college. This change provides the community colleges with more timely feedback, and analysis showed that the majority of students transfer within the first year. Reflecting this change, two sets of data are reported this year: Percent of 2000-01 and 2001-02 college transfer students with a GPA greater than or equal to 2.0 after two semesters at a UNC institution and/or a private institution.

Community colleges may elect to work with private colleges and universities in collecting data on students who transfer to those institutions. The data must be consistent with the methodology employed by the UNC GA in calculating the data for transfer to public universities. If colleges submit data from private or out-of-state institutions, then the System Office will include the data with the public university data.

**Performance Standard:** Performance of community college transfer students will be equivalent to the performance of native UNC sophomores and juniors: 85.9 percent of the community college transfer students identified in the two cohorts will have a GPA greater than or equal to 2.0 after two semesters at a UNC institution. This measure is a required performance funding measure.

**Results:** Data on both associate degree recipients and the students who transferred to UNC institutions with 24 or more semester hours at community colleges were reported.

For students who completed an AA, AS or AFA degree in 2000-01 and transferred to a UNC institution within one year, 85.9 percent had a GPA equal to or greater than 2.0 after two semesters at a public university. For those students who completed 24 or more semester hours in community colleges and transferred to a UNC institution, 78.6 percent had a GPA equal to or greater than 2.0 after two semesters at a public university. When the data for both groups are combined, 81.0 percent of the transfers had a GPA equal to or greater than 2.0 after two semesters at a UNC institution.

For the students who completed an AA, AS or AFA degree in 2001-02 and transferred to a UNC institution within one year, 88.5 percent had a GPA equal to or greater than 2.0 after two semesters at a public university. For those students who completed 24 or more semester hours in community colleges and transferred to a UNC institution 83.6 percent of the transfers had a GPA equal to or greater than 2.0 after two semesters at a UNC institution. When the data for both groups are combined, 85.1 percent of the transfers had a GPA equal to or greater than 2.0 after two semesters at a UNC institution.

Twenty-seven (27) community colleges met the 85.9 percent performance standard, with 11 additional colleges showing significant improvement over last year's performance. (**Note :** If a college did not meet the standard for 2001-02, but did meet the standard for 2000-01, they were counted as meeting the standard for purposes of this year's report since two separate years are being reported).

PERCENT OF 2001-02 COLLEGE TRANSFER STUDENTS WITH A  
GPA OF > = 2.0 AFTER TWO SEMESTERS AT A UNC INSTITUTION

INSTITUTION	TOTAL FTE	24 or More Semester Hours		Associate Degree Recipient		Total	
		Number	Percent >=2.0	Number	Percent >=2.0	Number	Percent >=2.0
Alamance CC	3,267	68	89.7%	**	**	71	90.1%
Asheville-Buncombe TCC	5,240	110	81.8%	81	86.4%	191	83.8%
Beaufort County CC	1,840	25	84.0%	**	**	29	86.2%
Bladen CC	1,396	10	100.0%	**	**	18	100.0%
Blue Ridge CC	2,340	35	88.6%	**	**	43	88.4%
Brunswick CC	1,268	31	74.2%	22	77.3%	53	75.5%
Caldwell CC & TI	3,449	69	85.5%	27	81.5%	96	84.4%
Cape Fear CC	6,472	299	83.6%	169	87.6%	468	85.0%
Carteret CC	1,697	21	81.0%	**	**	28	82.2%
Catawba Valley CC	4,192	62	80.7%	13	92.3%	75	82.7%
Central Carolina CC	5,020	50	86.0%	17	82.4%	67	85.1%
Central Piedmont CC	12,134	259	79.9%	68	85.3%	327	81.0%
Cleveland CC	2,597	40	85.0%	14	85.7%	54	85.2%
Coastal Carolina CC	4,027	95	88.4%	49	91.8%	144	89.6%
College of The Albemarle	2,260	51	90.2%	26	88.5%	77	89.6%
Craven CC	2,373	51	76.5%	15	86.7%	66	78.8%
Davidson County CC*	2,994	64	85.9%	27	100.0%	91	90.1%
Durham TCC	4,314	81	92.6%	43	93.0%	124	92.7%
Edgecombe CC	2,329	12	83.3%	**	**	15	73.3%
Fayetteville TCC	9,329	103	86.4%	43	93.0%	146	88.3%
Forsyth TCC*	6,110	100	79.0%	32	90.6%	132	81.8%
Gaston College*	4,253	93	82.0%	73	93.0%	166	86.8%
Guilford TCC	7,656	15	73.3%	40	95.0%	55	89.1%
Halifax CC*	1,813	**	**	**	**	14	92.9%
Haywood CC	1,817	23	87.0%	12	83.3%	35	85.7%
Isothermal CC	2,074	29	75.9%	13	84.6%	42	78.6%
James Sprunt CC	1,472	18	72.2%	**	**	25	76.0%
Johnston CC	3,446	45	84.4%	13	84.6%	58	84.4%
Lenoir CC	2,918	56	80.4%	23	91.3%	79	83.6%
Martin CC	1,063	**	**	**	**	**	**
Mayland CC	1,483	22	86.4%	**	**	31	90.3%
McDowell TCC	1,296	12	91.7%	**	**	17	82.4%
Mitchell CC	2,068	39	76.9%	22	86.4%	61	80.3%
Montgomery CC	885						
Nash CC*	2,267	52	88.5%	**	**	52	88.5%
Pamlico CC	526	**	**			**	**
Piedmont CC	2,089	12	83.3%	13	84.6%	25	84.0%
Pitt CC*	4,951	120	82.5%	28	92.9%	148	84.5%
Randolph CC	2,326	33	81.8%	17	82.4%	50	82.0%
Richmond CC	2,032	22	90.9%	**	**	28	92.9%
Roanoke-Chowan CC	1,008	**	**	**	**	**	**
Robeson CC	3,417	18	83.3%	10	80.0%	28	82.1%
Rockingham CC	1,869	55	92.7%	35	91.4%	90	92.2%
Rowan-Cabarrus CC	4,105	86	82.6%	20	90.0%	106	84.0%
Sampson CC	1,827	12	66.7%	**	**	20	70.0%
Sandhills CC*	3,710	37	89.2%	**	**	42	90.5%
South Piedmont	1,884	**	**	**	**	**	**
Southeastern CC	2,458	66	77.3%	15	80.0%	81	77.8%
Southwestern CC	2,127	43	88.4%	17	100.0%	60	91.7%
Stanly CC*	1,954	18	88.9%	15	86.7%	33	87.9%
Surry CC*	3,480	80	80.0%	68	94.1%	148	86.5%
Tri-County CC	1,242	23	69.6%	11	54.6%	34	64.7%
Vance-Granville CC	4,096	33	81.8%	10	80.0%	43	81.4%
Wake TCC	9,757	293	87.7%	144	89.6%	437	88.3%
Wayne CC	3,493	80	88.8%	27	96.3%	107	90.7%
Western Piedmont CC*	2,970	44	77.3%	15	100.0%	59	83.1%
Wilkes CC	3,048	46	76.1%	27	88.9%	73	80.8%
Wilson TCC	1,963	10	90.0%			10	90.0%
System Totals	185,491	3,171	83.6%	1,314	88.5%	4,577	85.1%

\*Includes data collected from private colleges and universities.

\*\*Number too small to report without violating students'privacy.