

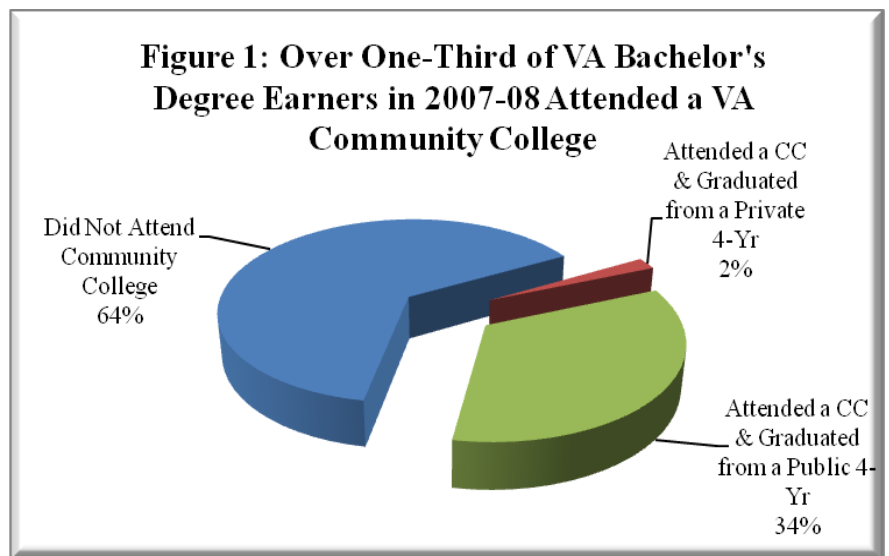
Virginia Community Colleges' Contributions to 2007-08 Virginia Bachelor's Degree Recipients*: A Retrospective Look

“In the culture of transfer, transfer is not the bottom line, it’s the *consummation* of transfer by subsequent student history in the four-year sector that tells the tale” (Adelman, 2008). In order to determine what role the VCCS played in a bachelor’s degree attainment, the VCCS partnered with the National Student Clearinghouse (NSC) to take a retrospective look at bachelor’s degree recipients in Virginia between September 1, 2007 and August 31, 2008.

Highlights

Of the Virginia public and private bachelor’s degree recipients in 2008:

- Over one-third (36%) had Virginia community college experience
- One in four (27%) earned an associate degree
- One in three (35%) come for less than a semester’s worth of credits, earning 12 or less credits, to supplement their four-year experience
- Almost three in five (57%) students “swirl”-follow non-traditional enrollment patterns moving back and forth or co-enrolling in the two- and four-year institutions
- Of those who earned an associate degree in addition to a bachelor’s degree, almost half (48%) took developmental education coursework.



Observations

In today’s society and the society of the future, the road to the bachelor’s degree for many students will be through the community college. Virginia’s community colleges already play a key role in bachelor’s degree completion. That role has expanded beyond the traditional enrollment pattern of beginning at the two-year and transferring to the four-year. Some come to the community college for a few classes, some for remedial work, some to complete degrees; some take dual enrollment classes and others take classes while home for the summer. In addition, community colleges fill a unique niche for the underprepared student by taking them from where they are to where they need to be in order to be successful in higher education.

*National Student Clearinghouse identified 28,222 unique individuals from schools participating in its services. This represents about 70% of the bachelor degrees awarded throughout the Commonwealth according to SCHEV.

http://research.schev.edu/Completions/CI_report.asp .

A Closer Look at Who Attended a Community College En Route to a Bachelor's Degree in Virginia

The typical community college student earning a bachelor's degree in 2007-08 was a white female, under 23 years of age, who attended part-time, took no developmental education courses, was not dual enrolled in high school, and did not take a traditional path through community college to a bachelor's degree.

In terms of credits earned, about one-third of bachelor's degree recipients received 12 credits or less at the community college level and about one-third earned over 60 credits or received an associate degree.

Table 1: Profile of Virginia Community College Students Contributing to 07-08 Bachelor's Degree Recipients

	N	%
Gender		
Male	3848	41.01
Female	5535	58.99
Race		
White	6831	72.80
African American	1173	12.50
American Indian	67	0.71
Asian	661	7.04
Hispanic	342	3.64
Unknown	309	3.29
Age		
22 or younger	7213	76.9
23 to 45	2034	21.7
Older than 45	136	1.4
FT/PT Status		
Full-Time	2892	30.82
Part-Time	6491	69.18
Previously Dual Enrolled		
Yes	3518	37.5
No	5865	62.5
Took Developmental Courses		
Yes	2281	24.3
No	7102	75.7
Total*	9383	100.0

*Students who completed either developmental and/or college credits at the community college

Figure 2: Percent of Students by Categories of Community College Credits Earned

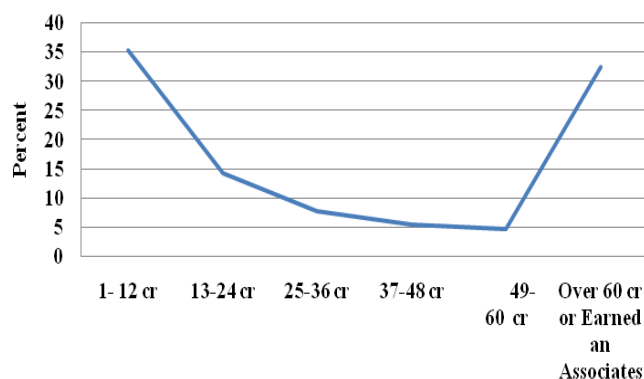
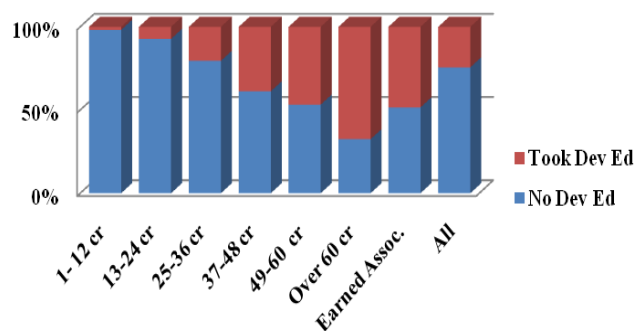


Figure 3: Community College Credits Earned by Developmental Education Course Taking for Bachelor's Degree Recipients 2007-08



How Were Data Generated?

NSC identified 28,222 individuals who earned a bachelor's degree between September 1, 2007, and August 31, 2008, from a Virginia institution participating in NSC's DegreeVerify service and had enrollment histories identified through NSC's StudentTracker research service (full-time, half-time, and less-than half-time enrollments were used for the analysis). Once the VCCS students were identified, the VCCS matched those students with system files to determine demographic information, degrees awarded, and credits accumulated.

For more Information

Visit <http://www.vccs.edu/studentsuccess> to learn more about student success.