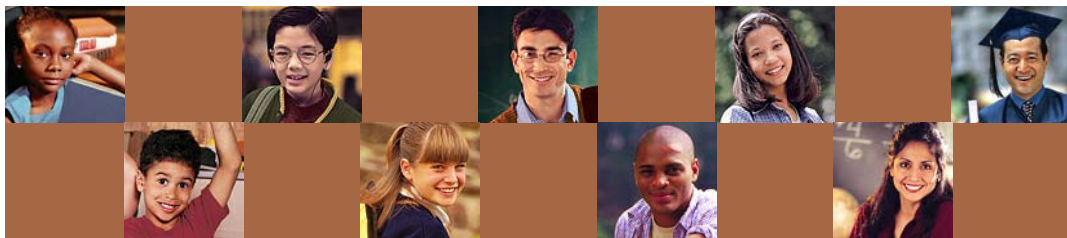


the condition of education 2005



INDICATOR 34

State Transfer and Articulation Policies

The indicator and corresponding tables are taken directly from *The Condition of Education 2005*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2005*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.sap?pubid=2005094>) or contact ED PUBs at 1-877-4ED-PUBS.

Suggested Citation:

U.S. Department of Education, National Center for Education Statistics. (2005). *The Condition of Education 2005*, NCES 2005-094, Washington, DC: U.S. Government Printing Office.

State Policy

State Transfer and Articulation Policies

A majority of states have implemented laws and policies to promote the successful transfer of students from community colleges to 4-year institutions.

Preparing students to transfer to a 4-year institution is vital to the community college mission. One-quarter of students who started at a public 2-year institution in 1995–96 intended to transfer to a 4-year institution and earn a bachelor’s degree; by 2001, 51 percent of these students had transferred (NCES 2003–067, *indicator 19*). Some students whose original goal was less than a bachelor’s degree had also transferred by 2001. The overall transfer rate (including both those who had originally intended to transfer and those who had not) was 29 percent.

A majority of states have instituted policies to facilitate transfers (Education Commission of the States 2001): 30 states have written transfer and articulation policy into legislation, and 40 states have established statewide cooperative agreements among institutions or departments (see supplemental table 34-1). To monitor success, 33 states require institutions to report transfer data. To encourage transfers, 18 states provide incentives and rewards such as special financial aid, guaranteed credit transfer, or priority admission. To help prospective transfer students, 26 states have developed statewide articulation

guides to describe transfer requirements and procedures. In addition, 23 states have developed a common core of required courses to eliminate confusion about what students need to take. Finally, 8 states have adopted a common course numbering system for 2- and 4-year institutions to clarify which credits are transferable.

While it is useful to monitor how many states have instituted various transfer policies, it is also important to know how many students are affected by them. In fall 2000, 48 percent of all community college students were enrolled in just 5 states (California, Florida, Illinois, New York, and Texas) (see supplemental table 34-1). Thus, policies adopted in these and other states with large numbers of community college students have a relatively large impact. In fall 2000, most community college students attended institutions in states with legislation on transfer and articulation (78 percent), cooperative agreements (89 percent), and requirements for reporting transfer data (90 percent). More than half attended institutions in states with common core courses (66 percent) and statewide articulation guides (57 percent).

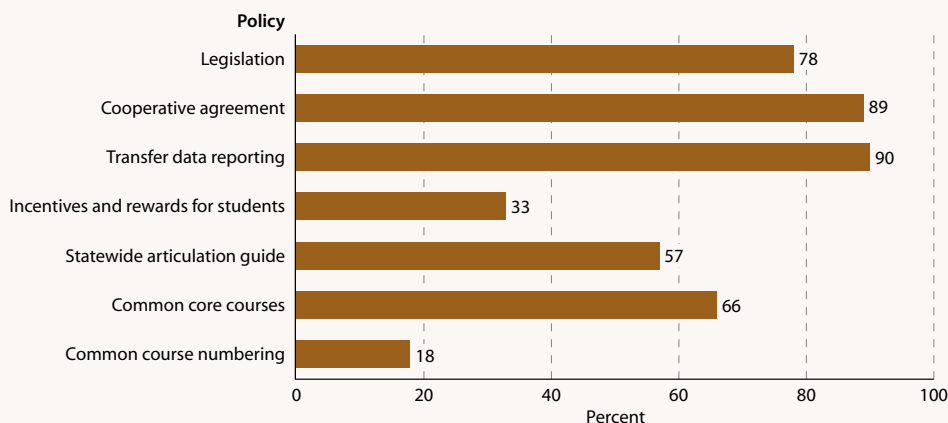
NOTE: Transfer is the procedure by which credits students earn at one institution are applied toward a degree at another institution; articulation refers to the statewide policies and/or agreements among institutions to accept the transfer of credits. For more information, see <http://www.ecs.org/html/issue.asp?issueid=220>. A summary of state policies and activities enacted since 2001 is available at <http://www.ecs.org>. Much of this recent activity refines or expands earlier policies.

SOURCE: Education Commission of the States. (2001, February). *Transfer and Articulation Policies*. This information is the sole property of Education Commission of the States, copyright © 2001. All rights reserved. Used with permission. Retrieved November 4, 2004, from <http://www.ecs.org/clearinghouse/23/75/2375.htm>; and U.S. Department of Education, National Center for Education Statistics (NCES). (2003). *Digest of Education Statistics 2002* (NCES 2003–060), table 201. Data from U.S. Department of Education, NCES, 2000 Integrated Postsecondary Education Data System, “Fall Enrollment Survey” (IPEDS-EF:00).

FOR MORE INFORMATION:
Supplemental Notes 3, 10
Supplemental Table 34-1
NCES 2003–067, *indicator 19*



TRANSFER AND ARTICULATION POLICIES: Percentage of public 2-year students enrolled in institutions in states with selected transfer and articulation policies: 2000



State Transfer and Articulation Policies

Table 34-1. Transfer and articulation policies, full-time-equivalent fall enrollment, and percentage distribution of enrollment in public 2-year institutions, by state: 2000

State	Legislation	Cooperative agreement	Transfer data reporting	Incentives and rewards for students	Statewide articulation guide	Common core courses	Common course numbering	Full-time-equivalent enrollment	Percentage distribution of enrollment
Number of states	30	40	33	18	26	23	8	3,151,809	100.0
Alabama	Yes	Yes	Yes	Yes	Yes	Yes		48,545	1.5
Alaska		Yes		Yes	Yes		Yes	473	0.0
Arizona		Yes		Yes	Yes			85,778	2.7
Arkansas	Yes		Yes					21,519	0.7
California	Yes	Yes	Yes		Yes	Yes		707,558	22.4
Colorado	Yes	Yes	Yes		Yes	Yes		41,322	1.3
Connecticut	Yes	Yes	Yes			Yes		20,934	0.7
Delaware		Yes			Yes			6,939	0.2
Florida	Yes	Yes	Yes			Yes	Yes	173,433	5.5
Georgia		Yes	Yes	Yes	Yes	Yes		66,571	2.1
Hawaii		Yes	Yes		Yes			14,996	0.5
Idaho		Yes	Yes		Yes	Yes	Yes	6,807	0.2
Illinois	Yes	Yes	Yes	Yes	Yes	Yes		186,533	5.9
Indiana	Yes	Yes						28,131	0.9
Iowa		Yes	Yes	Yes	Yes			44,717	1.4
Kansas	Yes	Yes	Yes					39,457	1.3
Kentucky	Yes		Yes	Yes	Yes			32,239	1.0
Louisiana	Yes	Yes	Yes		Yes	Yes		27,130	0.9
Maine								4,797	0.2
Maryland	Yes	Yes	Yes	Yes	Yes	Yes		57,367	1.8
Massachusetts	Yes	Yes	Yes	Yes				47,972	1.5
Michigan	Yes							101,794	3.2
Mississippi		Yes	Yes				Yes	47,245	1.5
Missouri		Yes	Yes			Yes		46,793	1.5
Nebraska	Yes	Yes			Yes	Yes		20,812	0.7
New Hampshire		Yes						5,442	0.2
New Jersey			Yes					79,367	2.5
New Mexico	Yes	Yes			Yes	Yes		29,541	0.9
New York		Yes	Yes					168,911	5.4
North Carolina	Yes	Yes	Yes	Yes	Yes	Yes		96,999	3.1
North Dakota		Yes		Yes	Yes	Yes	Yes	6,515	0.2
Ohio	Yes	Yes	Yes	Yes				92,749	2.9
Oklahoma	Yes	Yes	Yes	Yes	Yes	Yes		34,997	1.1
Oregon	Yes	Yes	Yes			Yes	Yes	46,099	1.5
Pennsylvania		Yes	Yes		Yes			58,759	1.9
Rhode Island	Yes	Yes	Yes		Yes			8,650	0.3
South Carolina	Yes		Yes	Yes	Yes			41,804	1.3
South Dakota	Yes	Yes		Yes		Yes		4,193	0.1
Tennessee	Yes	Yes	Yes					53,146	1.7
Texas	Yes	Yes	Yes			Yes	Yes	268,057	8.5

See notes at end of table.

State Transfer and Articulation Policies

Table 34-1. Transfer and articulation policies, full-time-equivalent fall enrollment, and percentage distribution of enrollment in public 2-year institutions, by state: 2000—Continued

State	Legislation	Cooperative agreement	Transfer data reporting	Incentives and rewards for students	Statewide articulation guide	Common core courses	Common course numbering	Full-time-equivalent enrollment	Percentage distribution of enrollment
Utah	Yes	Yes			Yes	Yes		16,454	0.5
Vermont		Yes				Yes		1,845	0.1
Virginia	Yes	Yes	Yes	Yes	Yes			72,913	2.3
Washington	Yes	Yes	Yes	Yes		Yes		114,754	3.6
West Virginia	Yes	Yes						3,969	0.1
Wisconsin			Yes		Yes	Yes		56,195	1.8
Wyoming	Yes	Yes	Yes	Yes	Yes		Yes	10,588	0.3

NOTE: No information was available for Minnesota, Montana, or Nevada. Total enrollment shown here excludes 89,535 students enrolled in these states. The District of Columbia has no separate community college system. Blank cells indicate that the state did not have that policy. See *supplemental note 3* for more information about the Integrated Postsecondary Education Data System (IPEDS). See *supplemental note 8* for more information about classification of postsecondary education institutions. See *supplemental note 10* for more information about state transfer and articulation policies for community college students.

SOURCE: Education Commission of the States. (2001, February). *Transfer and Articulation Policies*. This information is the sole property of Education Commission of the States, copyright © 2001. All rights reserved. Used with permission. Retrieved November 4, 2004, from <http://www.ecs.org/clearinghouse/23/75/2375.htm>; and U.S. Department of Education, National Center for Education Statistics (NCES). (2003). *Digest of Education Statistics 2002* (NCES 2003-060), table 201. Data from U.S. Department of Education, NCES, 2000 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:00).