

Facts at a glance:
Transfer Movements and Tuition Savings in Ohio
Public Institutions of Higher Education

Ohio Articulation and Transfer Network

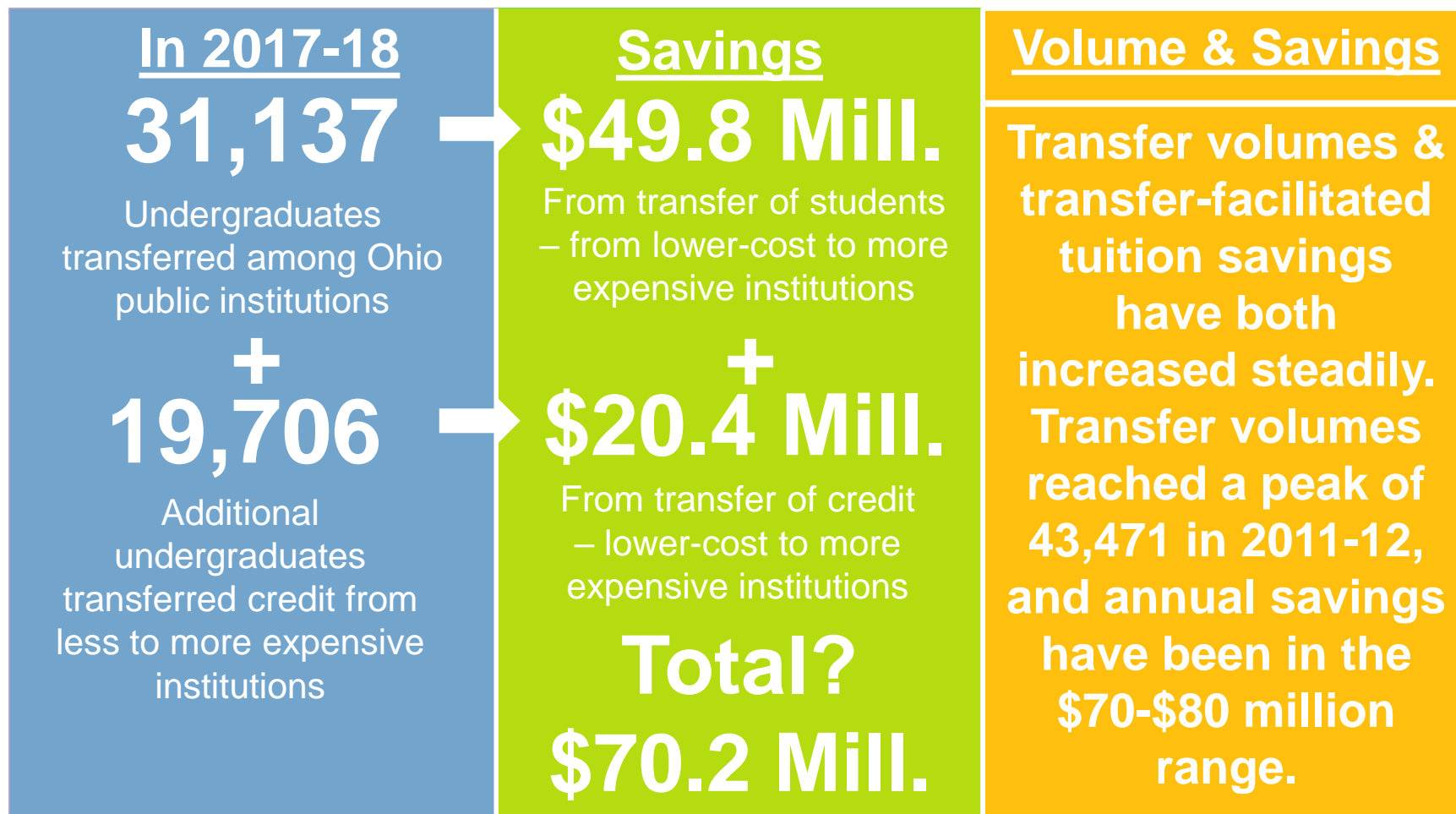


November 2018

Ohio's transfer movements

- Transfer students are a substantial component of the undergraduate student population in Ohio's public institutions of higher education.
- In 2017-18, 31,137 students transferred among campuses of Ohio public institutions of higher education.
- The ability to transfer credits allows students to get on the low-cost pathway to degree completion.
- The following slides present trends in transfer volumes, enrollment, transfer destinations, and transfer facilitated tuition savings from recent years.

Ohio's transfer volumes & savings



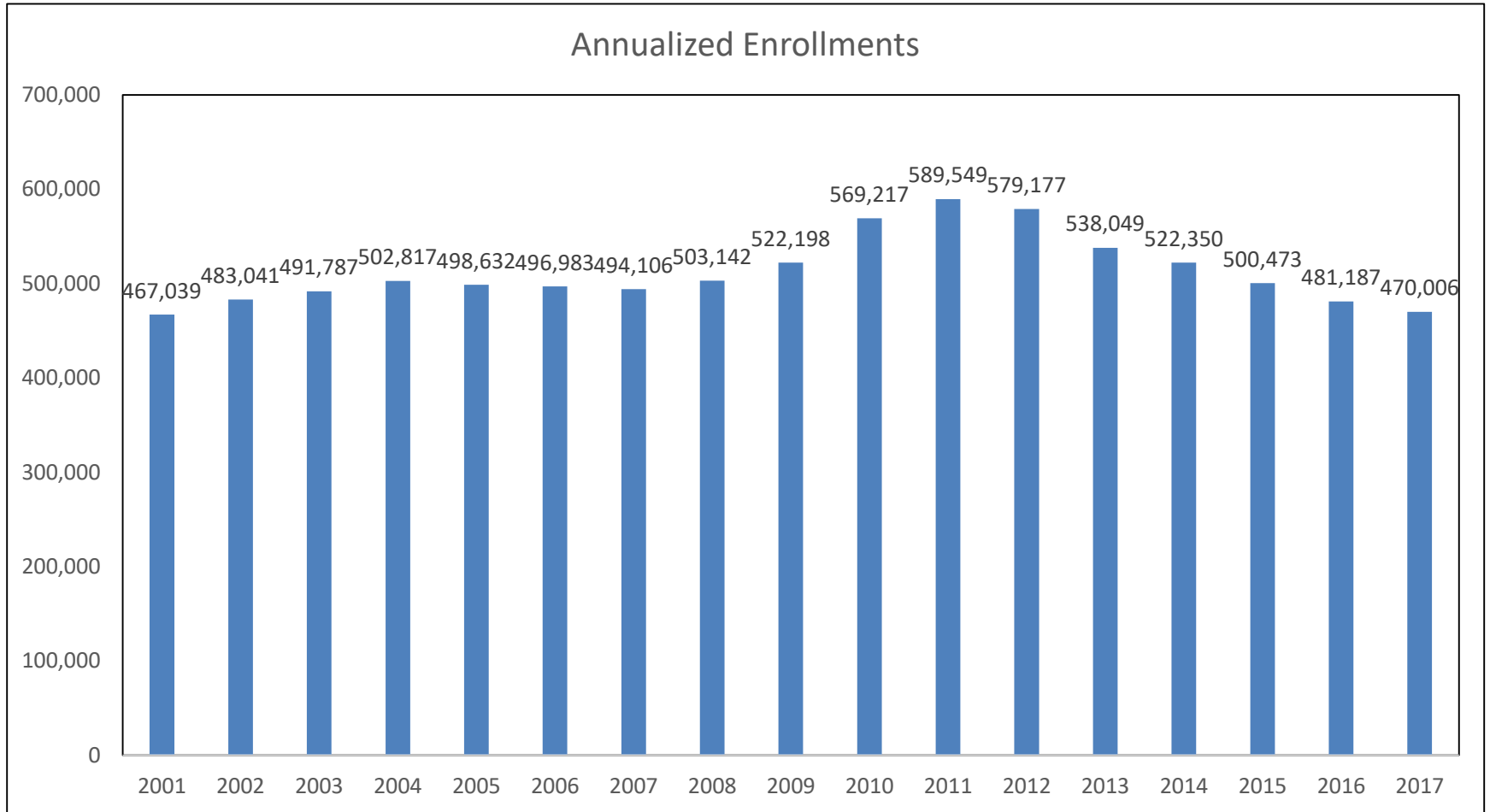
Note: Dollar figures are in constant 2009-10 prices.

Growth of enrollment and transfers

2000-01 to 2001-02	2016-17 to 2017-18	<u>Growth Trend</u>
<p><u>2000-01:</u> Annualized enrollment of 467,039.</p> <p style="text-align: center;">↓</p>	<p><u>2016-17:</u> Annualized enrollment of 470,006.</p> <p style="text-align: center;">↓</p>	<p>Increasing volumes & transfer-to-enrollment ratios characterize Ohio's transfer movements. Recent years have seen a drop in transfer numbers, reflecting very large declines in two-year college enrollments.</p>
<p><u>2001-02:</u> 29,993 transfer. Of every 100 enrollees, 6.4 transfer.</p>	<p><u>2017-18:</u> 31,137 transfer. Of every 100 enrollees, 6.6 transfer.</p>	

Source: Calculated using Higher Education Information (HEI) data.

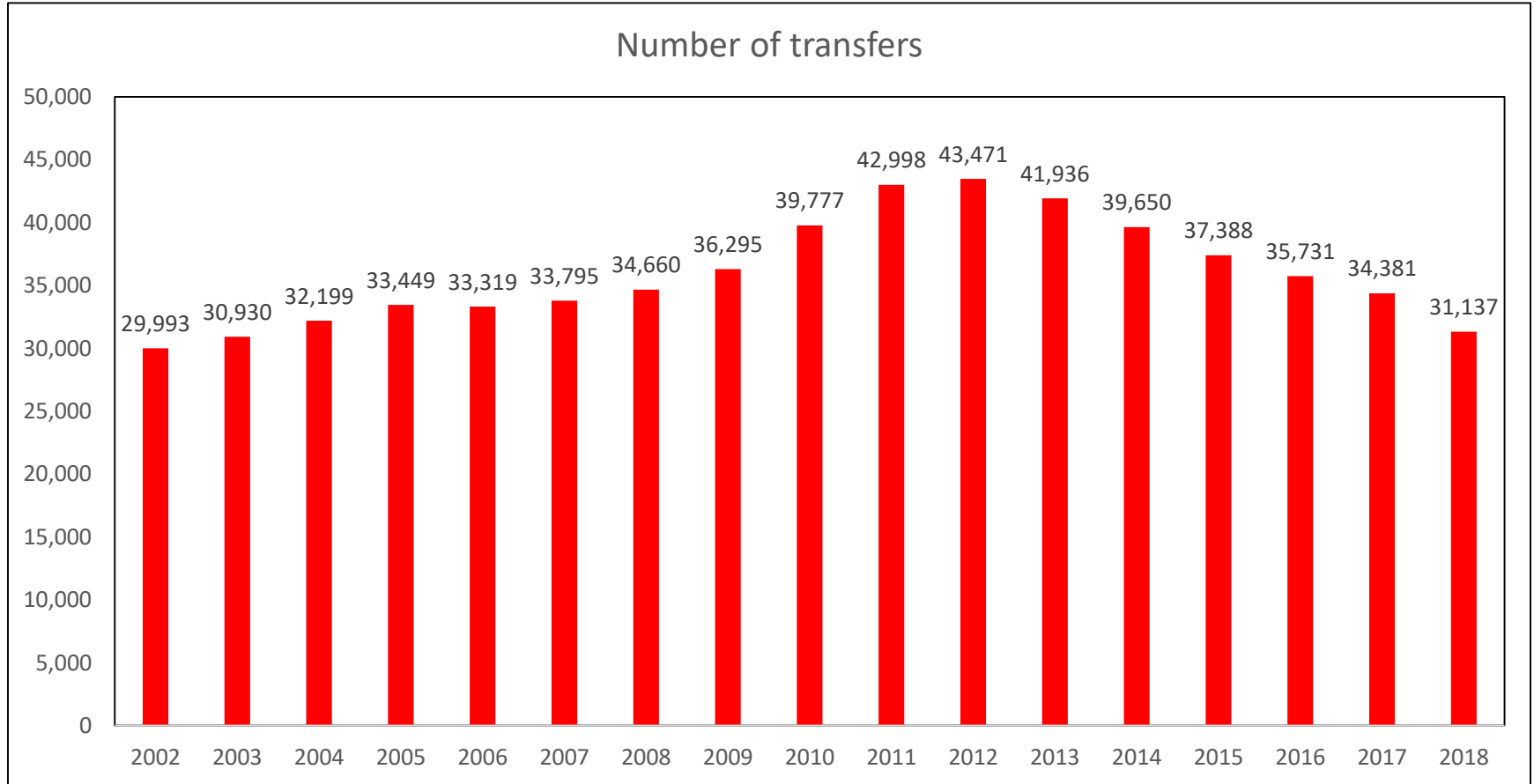
Enrollment numbers: FY2001 to FY2017



Source: Calculated from Higher Education Information System data.

Trends in transfer volumes: FY2002 to FY2018

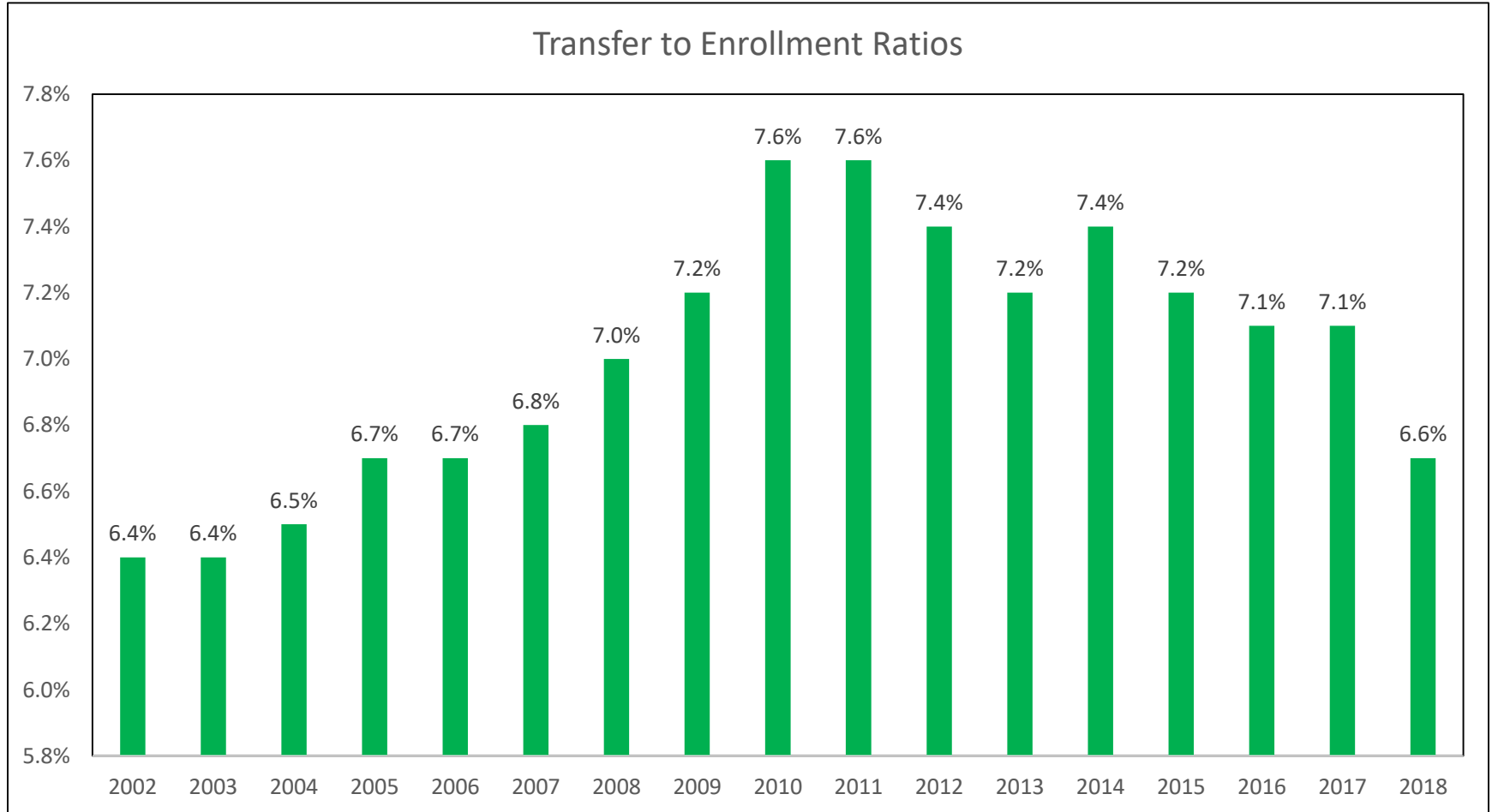
Falling enrollment contributes to declining transfers*



*Please see note on transfer trends on slide 8.

Source: Calculated from Higher Education Information System data.

Transfer-to-enrollment ratio: FY2002 to FY2018



Source: Calculated using Higher Education Information (HEI) data.

Transfer volumes for selected years: By source and destination types

Year of Transfer	Transferred from 2-Year Colleges			Transferred from 4-year University Regional Campuses			Transferred from 4-year University Main Campuses		
	Transferred to			Transferred to			Transferred to		
	2-year colleges	4-Year Reg. campuses	4-Year Main	2-Year colleges	4-Year Reg. campuses	4-Year Main	2-Year college	4-Year Reg. campuses	4-Year Main
FY2002	2,710	1,082	7,310	1,614	948	4,466	6,236	1,966	3,661
FY2003	2,746	1,078	7,192	1,705	987	4,596	6,745	2,114	3,767
FY2004	3,128	1,239	7,456	1,896	1,107	4,532	6,933	2,316	3,592
FY2009	4,003	1,490	8,284	2,248	1,427	4,933	8,163	2,389	3,358
FY2010	5,227	1,826	9,017	2,412	1,657	5,296	8,530	2,469	3,343
FY2011	6,002	1,944	9,977	2,636	1,873	6,173	8,420	2,590	3,383
FY2016	3,709	1,376	8,269	1,833	2,248	5,915	7,167	2,280	2,934
FY2017	3,625	1,210	8,396	1,601	2,231	5,823	6,505	2,395	2,595
FY2018	2,690	1,212	7,399	1,445	2,200	5,566	5,775	2,307	2,543

Note: Complete annual by-institution and by-sector transfer matrices for the period between FY2002 and FY2018 are available at: <https://www.ohiohighered.org/transfer/research>.

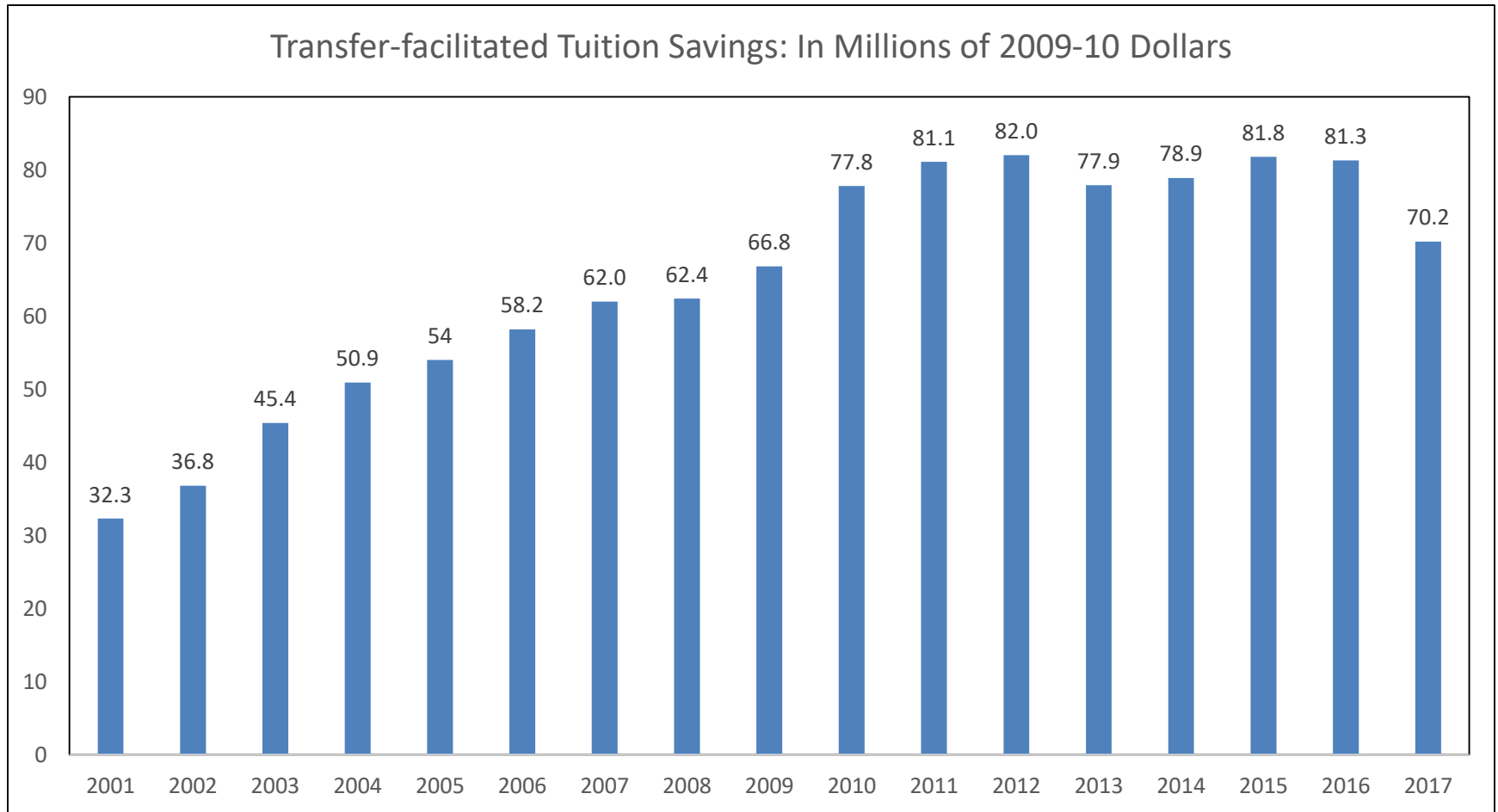
Trends in annual transfer volumes: 2001-02 to 2017-18

Why have transfer volumes declined in recent years?

- Annual transfer volumes increased tremendously between 2001-02 and 2011-12: from 29,993 to 43,471.
- The increase in transfer volumes reflects:
 - Rising enrollments over the period – from 467,039 to 569,217.
 - Rising transfer-to-enrollment ratios over the period – from 6.4% to 7.6%.
- Annual enrollment numbers subsequently declined; enrollment fell by more than 100,000 between 2011-12 and 2017-18, triggering declines in transfer numbers.
- The transfer-to-enrollment ratio also declined between 2011-12 and 2017-18; from 7.4% to 6.6%.
- Importantly, declines in transfer numbers, especially regarding vertical transfers – from two-year institutions to four-year main campuses, for example – are due entirely to declining two-year college enrollments.
- For an in-depth analysis of declining transfer numbers between 2011-12 and 2017-18, see the report - *Transfer Numbers and Transfer Ratios: Explanations for Current Trends* from the link – https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/transfer/research/Transfer-Numbers-and-Transfer-Ratios_Explanations-for-Current-Trends_111518.pdf

Estimated transfer-facilitated tuition-savings

An explanation of the recent decline is on slide 10



Source: Calculated from Higher Education Information System data.

Trends in estimated tuition savings: 2000-01 to 2016-17

Why did aggregate savings decline in 2016-17?

- Between 2015-16 and 2016-17, estimated transfer-facilitated tuition savings declined from \$81.3 million to \$70.2 million (in 2009-10 constant prices).
- The decline is due to specific changes in the three important components used in the estimation of tuition savings.
 - The number of hours transferred from low-cost institution to high-cost institutions (example: from two-year to four-year).
 - The difference in per credit tuition cost between the high-cost and the low-cost institutions (example: between four-year & two-year).
 - The consumer price index used to convert the nominal value to constant 2009-10 prices.
- The number of transferred hours declined following extremely large drops in two-year college enrollment. Please see report from the following link:
- https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/transfer/research/Transfer-Numbers-and-Transfer-Ratios_Explinations-for-Current-Trends_111518.pdf
- Pairwise differences in tuition cost remained almost identical between 2015-16 and 2016-17, reflecting Ohio's policy to keep college affordable.
- The consumer price index increased from 2015-16 to 2016-17.

Definition: Transfer students

- Defining the college of attendance is the first step to defining transfer movements. The college of attendance is defined as the one where the student attempted the maximum credit hours in an academic year.
- A student is defined as a transfer if she makes a clean break from her college of attendance in an academic year where a clean break in turn is defined to have occurred in any of the following situations:
 - The student formally transfers credits from her college of attendance to another institution.
 - The student does not transfer credit to another institution but attends a single institution of higher education that is different from her original college of attendance.
 - The student does not transfer credit to another institution but attends multiple institutions and attempts the maximum number of credit hours in an institution other than her original college of attendance.
- The definition does not include transients – students who attend an institution for a few credit hours over a brief period before returning to their original colleges.

Methodology:

Estimation of transfer-facilitated tuition savings

- Savings from inter-institution credit transfers generate from the following activities:
 - Transfer of students from less expensive institutions to more expensive institutions; it is maintained that savings are generated only if students transfer in an upward direction, i.e., from a community college to a regional or the main campus of a four-year university, or from the regional campus of a four-year university to the main campus of a four-year university.
 - Transfer of credit, but not of students, from less expensive to more expensive institutions; in this case, students continue attendance in a single institution in two successive academic years, but earn credit simultaneously from a less expensive institution.

The methodology of estimating transfer-facilitated savings is available at the following address:

https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/transfer/research/Estimates-of-Transfer-Facilitated-Savings_jun2014.pdf

Methodology: Estimation of transfer-facilitated tuition savings (continued)

- Savings are calculated as a product of the following two components.
 - Pairwise differences in tuition per credit between four-year university main campuses and community colleges, between the main and the regional campuses of four-year universities, and between four-year regional campuses and community colleges.
 - The aggregate number of credit hours completed at less expensive institutions and intended for use at more expensive institutions. Specifically, this includes hours completed at community colleges – to be used at the regional or the main campus of a four-year university, and hours completed at a regional campus of a four-year university to be used at the main campus of a four-year university.
- In savings calculations, general, technical, and baccalaureate level completed hours are included; remedial education hours are excluded.
- Calculated savings reflect differences in the total tuition cost of hours – the amounts students would have paid if they had completed the hours at the more expensive institutions. The estimated amounts are a measure of savings accruing to students.