Situating Transfer Pathways in the Literature

• Community College Student Myths

• Transfer Pathways and Partnerships
Transfer Student Myths

1. Community College Students Don’t Want to Transfer
2. Community College Transfer Students Take Linear 2+2 Pathways
3. Transfer Students are Inadequately Prepared for University
4. Transfer Outcomes are Equitable
Transfer Student Myth #1

Community College Students Don’t Want to Transfer
Vertical Transfer Gap
Gap between the percent of students who aspire to transfer and those who actually transfer

At What Rate Do Students Transfer and Graduate?
Over 80 percent of community college students intend to earn at least a bachelor’s degree. However, only about a quarter end up transferring (20 percent of these students earn an associate degree or certificate first). Only 17 percent complete a bachelor’s degree.¹

Many Students’ Transfer Expectations Are Not Met⁴

- 80% of students intend to earn a bachelor’s degree.
- 25% of students transfer to a 4-year college within 5 years.
- 17% of students earn a bachelor’s within 6 years of transferring.

Source: CCRC (Based on national data)
Transfer Student Myth #2

Community College Transfer Students Take Linear 2+2 Pathways to the Bachelor’s Degree
Enrollment Patterns among Bachelor’s Degree Completers who Started at a Community College

years at CC + years at 4yr

Few graduates follow 2+2 pattern

Source: Fink (2017)
Transfer helps students complete their bachelor’s degree!

Utah = 44%

Source: National Student Clearinghouse (2017)
Transfer Student Myth #3

Transfer Students are Inadequately Prepared for University
Nationally representative data show **NO DIFFERENCE** in bachelor’s degree attainment between community college transfers and 4-Year rising juniors.

Source: Melguizo, Kienzl, & Alfonso (2011)
Transfer Student Myth #4

Transfer Outcomes are Equitable

X
Inequitable Transfer Access

Nationally representative data 1970s, 80s, & 90s:
• Black, low-SES, female, and older community college students less likely to transfer than their counterparts (Dougherty & Kienzl, 2006; Lee & Frank, 1990; Velez & Rajshekhar, 1987)

• Racial Transfer Gap (Crisp & Nunez, 2014)
  • 45% of White CC students transfer
  • 32% of Black and Latinx CC students transfer
Inequitable Transfer Success

Figure 1. Predicted Probabilities of Transfer and Rising Junior Students’ Bachelor’s Degree Attainment by SES

Source: Dowd & Melguizo (2009)
Transfer Pathways and Partnerships: Barriers to Transfer Student Success

1. Credit Loss

2. Inadequate transfer and articulation policies and pathways
Credit Loss: Good News and Bad News

Inadequate Transfer and Articulation Policies and Pathways

• General education and specific course articulations are critical, but so are major- and program-specific pathways
Community College & University Partnerships

1. Trust between partners
2. Faculty involvement
3. Parity between 2-year and 4-year institutions
4. Incentives for faculty release time

Source: Kisker (2007)
Implementing Transfer Associate’s Degrees & Pathways

1. Legislation as Driver

2. Presidential Leadership and Statewide Governance/Coordination

3. Clear, Ongoing Organizational Structure

4. The Autonomy/Efficiency Balancing Act

5. Building Trust and Allying Fears through Faculty-Driven Processes

Source: Kisker, Wagoner, & Cohen (2011)
There’s Hope!

Several states have created robust, program-specific transfer pathways: California, Colorado, Ohio, Michigan, Tennessee.
Panelists
• What has your collaboration accomplished and why did you pursue this collaboration?

• How has your collaboration accomplished your work?
Specific Initiatives

CSBS Faculty Lectures
- ~4-8 per year
- Q&A table (advisor key)

Articulation Meetings
- Syllabi exchange & coordination
- MOUs

Targeted Transfer Scholarships
- Economics
- FCHD (?)
Impact of Our Partnerships

500+ students were at CSBS lectures at SLCC in 2018-19

10 different major articulation MOUs are in place

CSBS newly enrolled transfer students have grown by 35%
Current Articulation Agreements for Success and Goals in Future Articulation

MEQUETTE M SORENSEN, MSW, CSW
INTERIM ASSOCIATE DEAN, SOCIAL & BEHAVIORAL SCIENCES
### Associate of Science Degree from SLCC

**61 Credits to Earn AS**

<table>
<thead>
<tr>
<th>General Education</th>
<th>CURRENTLY: In either Specific Subject or Variety of Subject Areas</th>
<th>IDEAL: Maximum Support for Student Transfer</th>
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<tbody>
<tr>
<td>34 credits</td>
<td>27 additional credits =</td>
<td>27 credits =</td>
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<tr>
<td></td>
<td>▪ 12 -15 core course credits fully articulate in specific subject to prepare for particular major</td>
<td>▪ 12 -15 core course credits fully articulate in specific subject to prepare for particular major</td>
</tr>
<tr>
<td></td>
<td>▪ Remaining credits transfer as electives</td>
<td>▪ All remaining credits transfer FULLY ARTICULATED vs. lower-division elective</td>
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<tr>
<td></td>
<td>Only 12 - 15 credits Fully Articulated</td>
<td>All 27 credits Fully Articulated</td>
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</table>

Only 12 - 15 credits Fully Articulated.
Approximately 122 Credits to Earn a Bachelor’s Degree

https://catalog.utah.edu/#/programs/Hkp8sMW6z?bc=true&bcCurrent=General%20Education%20Program&bcItemType=programs

<table>
<thead>
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<th>SLCC:</th>
<th>U of U:</th>
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<tbody>
<tr>
<td>FALL 15 credits</td>
<td>FALL 15 credits*</td>
</tr>
<tr>
<td>SPRING 15 credits</td>
<td>SPRING 15 credits*</td>
</tr>
<tr>
<td>FALL 15 credits</td>
<td>FALL 15 credits*</td>
</tr>
<tr>
<td>SPRING 18 credits</td>
<td>SPRING 15 credits*</td>
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</tbody>
</table>

*Requirement: 40 Upper-Division (3000-level or higher) Credits

**GOAL:** 1) eliminate “a maximum of two of these courses will articulate” and 2) consider articulation of more SLCC 2000 – level same courses to your 3000 level courses.
SLCC-U Writing Studies Scholars
Articulating SLCC-U Partnerships in Writing Studies

*Reimagining Relations, Making Change*

Spring 2018

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Throughout this document, first-person plural pronouns (we, us, our) signal when we are speaking collectively as faculty, students, and alumni. We use third-person to refer to experiences and positions specific to either faculty or students.
• What were your successes and challenges?

• What conditions, circumstances, or infrastructures made your work possible?
Potential Challenges to Collaboration

- Limited Sharing of Curricula Information
- Legacy of U’s sch Funding Model
- Differences in Academic Structures
Questions & Discussion