

# Best Practices Panel

Transfer Pathways Summit

August 12, 2019



# 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.<sup>3</sup>

### Many Students' Transfer Expectations Are Not Met<sup>4</sup>



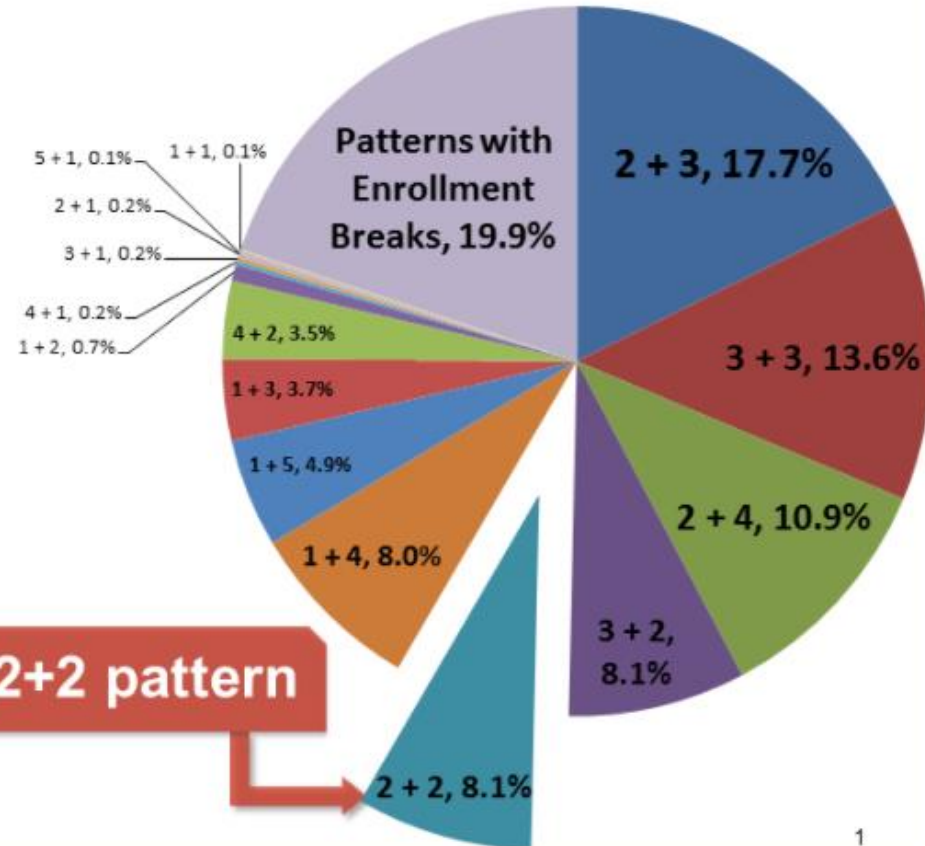
Source: CCRC (Based on national data)

## 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**

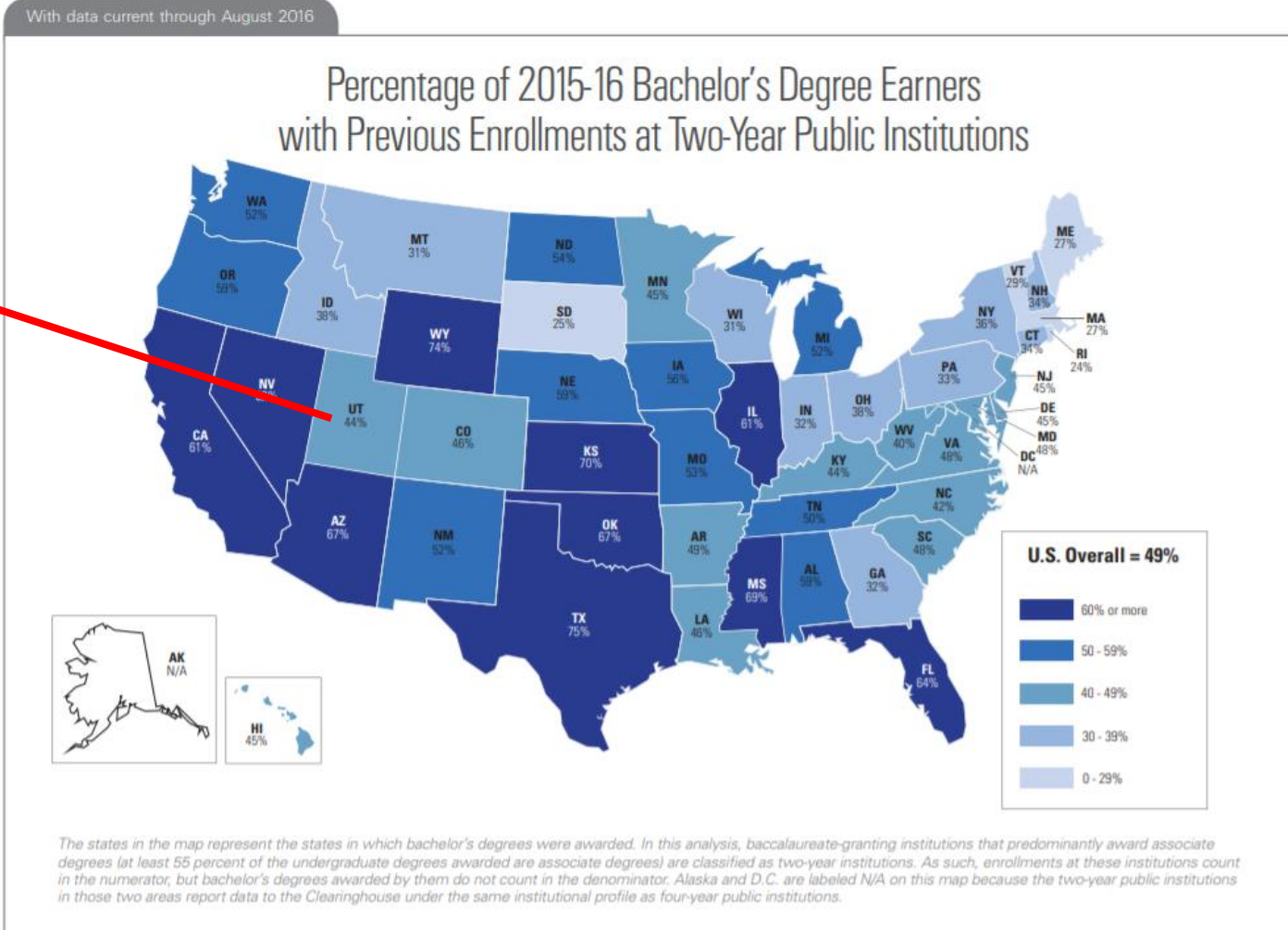
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Source: Fink (2017)

# Transfer helps students complete their bachelor's degree!

U.S. Overall = 49%

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.

TABLE 2

Differences on Educational Attainment by Type of College First Attended:  
Linear regression and propensity score matching

	Total Non-Remedial College Credits				Baccalaureate Attainment			
	OLS <sup>a</sup>	ATT	PSM ATE	ATU	Probit	ATT	PSM ATE	ATU
Linear Regression (Weighted								
Transfer versus Rising Junior	1.02				0.001	5.00		
Standard errors	(3.7)				(0.04)	5.00		
F/LR	9.36**				12.54**	5.00		
Linear Regression <sup>b</sup>								
Transfer versus Rising Junior	1.05	3.03	3.68		-0.04	-0.06	-0.06	
Standard errors <sup>c</sup>		(2.38)	(3.33)	(4.0)		(0.03)	(0.03)	(0.04)

Notes.

<sup>a</sup> The control variables used include: female, Hispanic, SES, test scores, academic program in high school, participated in honors program in high school, participated in school government in high school, had a child by 1992, married by 1992, educational expectations, grants, loans, work in study related activities, census region dummies, county average manufacturing rate, county income in 1992, two-year tuition in county, four-year public tuition in county.

<sup>b</sup> The standard errors were calculated using bootstrapping and 50 repetitions.

<sup>c</sup> The bandwidth used was 0.4 and the trimming level was 40.

\* Significant at 5%; \*\* significant at 1%

Source. National Education Longitudinal Study of 1988/2000 (NCES 2003-402).

Source: Melguizo, Kienzl, & Alfonso (2011)

## Transfer Student Myth #4

Transfer Outcomes are Equitable

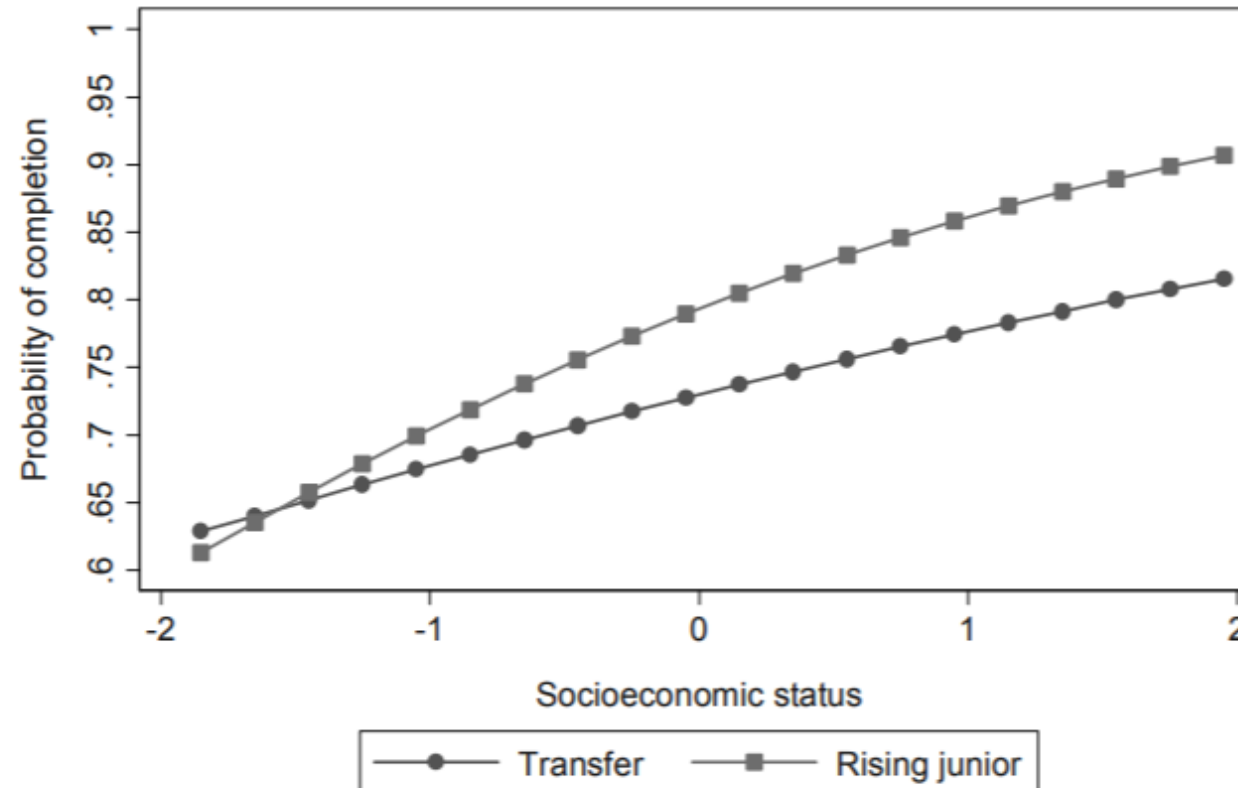
# Inequitable Transfer Access

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

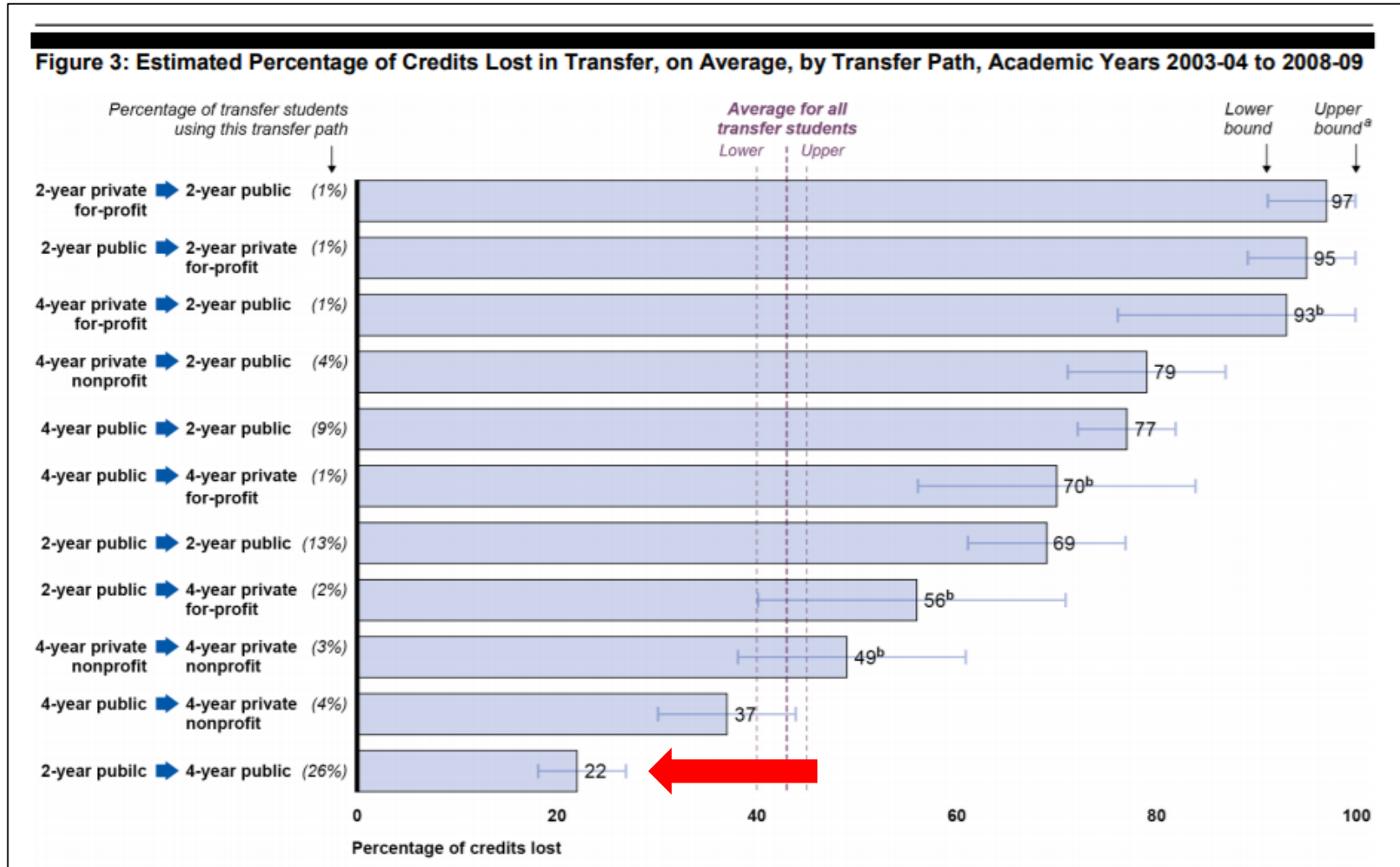


Source: Dowd & Melguizo (2009)

# 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



Source: Government Accountability Office (2017)

# 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 (?)

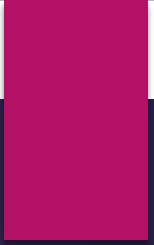


## *Impact of Our Partnerships*

**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

<b>General Education</b>	<b>CURRENTLY: In either Specific Subject or Variety of Subject Areas</b>	<b>IDEAL: Maximum Support for Student Transfer</b>
34 credits	27 additional credits = <ul style="list-style-type: none"><li>▪ 12 -15 core course credits fully articulate in specific subject to prepare for particular major</li><li>▪ Remaining credits transfer as electives</li></ul> Only 12 - 15 credits Fully Articulated	27 credits = <ul style="list-style-type: none"><li>▪ 12 -15 core course credits fully articulate in specific subject to prepare for particular major</li><li>▪ All remaining credits transfer FULLY ARTICULATED vs. lower-division elective</li></ul> All 27 credits Fully Articulated

# Approximately 122 Credits to Earn a Bachelor's Degree

<https://catalog.utah.edu/#/programs/HkpBsMW6z?bc=true&bcCurrent=General%20Education%20Program&bclItem=programs>

## SLCC:

FALL  
15 credits

SPRING  
15 credits

FALL  
15 credits

SPRING  
18 credits

## U of U:

FALL  
15 credits\*

SPRING  
15 credits\*

FALL  
15 credits\*

SPRING  
15 credits\*

\*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

## **Contributors:**

### Salt Lake Community College faculty

Lisa Bickmore, Christopher Blankenship, Anne Canavan, Clint Gardner, Stephen Ruffus

### University of Utah faculty

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### Students

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### Alumni

Cassie Goff, Nathan Lacy, Westin Porter

*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



**CSBS Associate Dean**

Anthropology

Criminology

Economics

Environ. & Sustain. Studies

Family & Consumer Studies

Geography & GIS

Health, Society, & Policy

Political Science

Psychology

Sociology

**Salt Lake Community College**

Associate Dean, School of Business

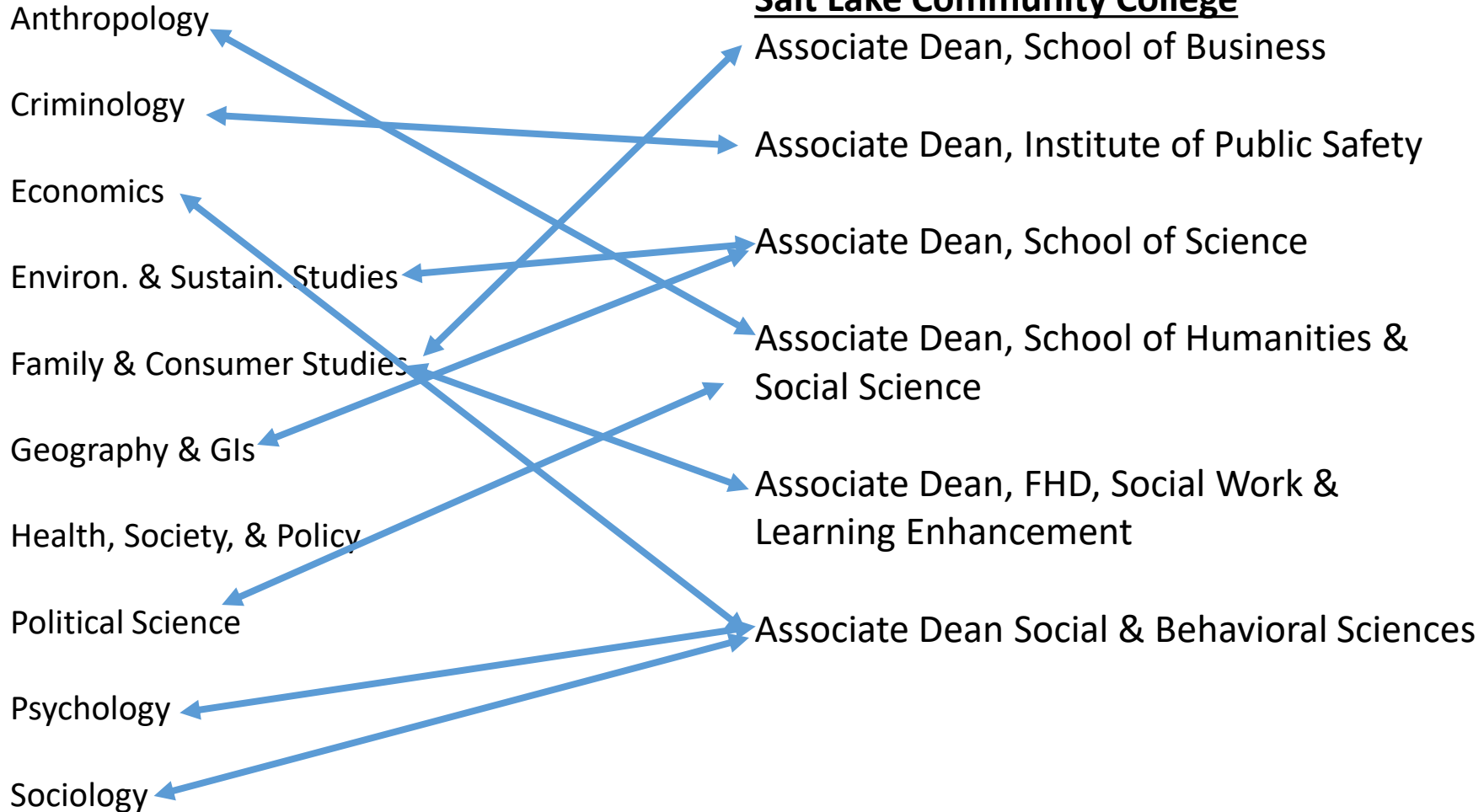
Associate Dean, Institute of Public Safety

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# Questions & Discussion