

Keynote Address at 2020
Transfer Pathways Summit



“On My Own”

The Challenge and Promise of Building Equitable STEM Transfer Pathways

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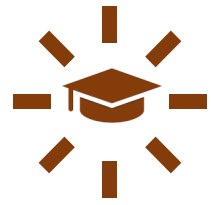
A Pressing National Issue

Transfer aspiration-attainment gap

- 80% vs. 25% overall
- 77.9% vs. 10.2% in STEM

STEM policy narratives portraying community colleges as “mid-skills” providers

**Equitable Transfer
Pathways**



Transfer
Pathways



Under the **leadership of Presidents Huftalin and Watkins**, 2019 kicked-off growth and increased collaboration between **Salt Lake Community College and the University of Utah** in transfer articulation activities. Early in the year, stakeholders from SLCC and the U of U met to **candidly and collaboratively** discuss the current status of transfer and articulation between institutions. The charge moving forward was to create **shared** transfer and articulation design principles, **common** transfer term definitions, and a template for articulation agreements. The culmination of these activities was the first annual Transfer **Summit** held at the Alumni House at the University of Utah where faculty and academic administrators from SLCC and the U of U met for a day to engage in the **challenging and rewarding** work surrounding transfer. Moving forward, we strive to **listen to students** and to **support faculty** to strengthen, develop, and document transfer pathways.

*In your work that supports transfer
(students)—*

· What is most rewarding?

· What remains challenging?

· *Any blind spot??*

On My Own, based on a longitudinal mixed methods research project (2014-2019)

Two-year colleges with a transfer mission in a midwestern state

About 1,670 Students beginning in STEM programs or courses

Data sources

Survey data: *Expanding STEM Talent Survey*

Administrative and transcript records

Student interviews

When they started in Fall 2014

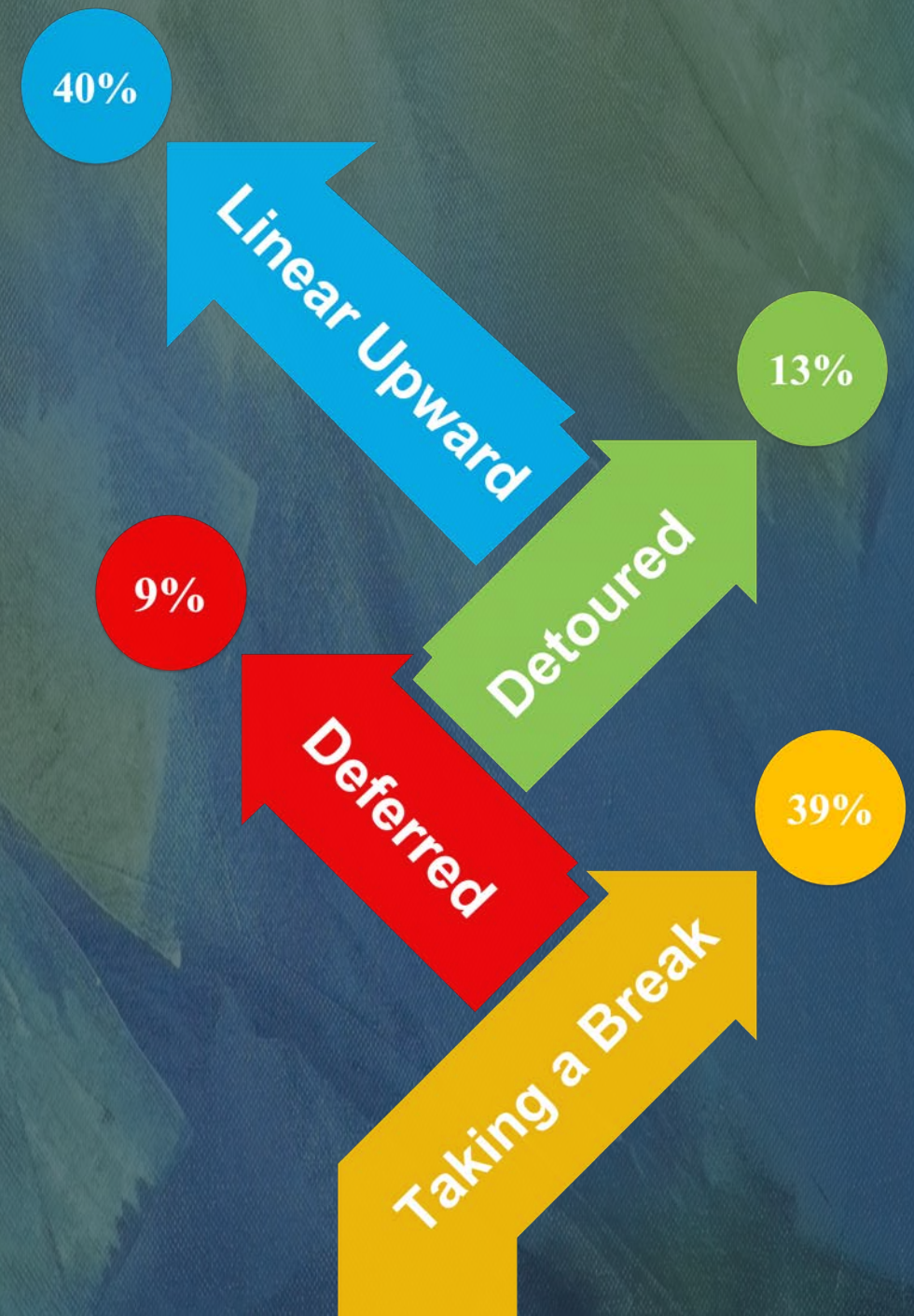
High transfer aspirations

73.3% started in Fall 2014
with the initial goal of
transferring into a four-year
program.



Four years later—

**Four
Momentum
Trajectories**



Same Aspirations, Different Trajectories



"I can't make this decision on my own."

—Katy [Taking a break]



"I've already wasted the last six years trying to figure out what I want to do."

—Seamus [Detoured]



"I have to get a job first."

—Kanda [Deferred]



"You do have to search for it yourself."

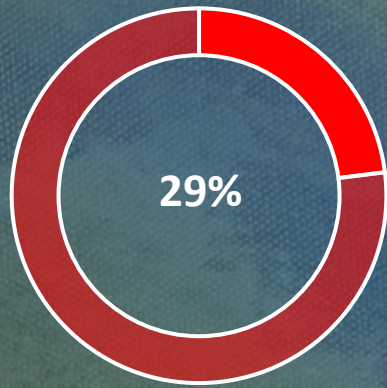
—Jordan [linear upward]

Momentum Trajectories and Embedded Inequities

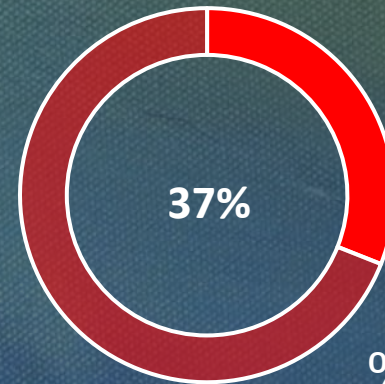


Momentum Trajectories and Embedded Inequities

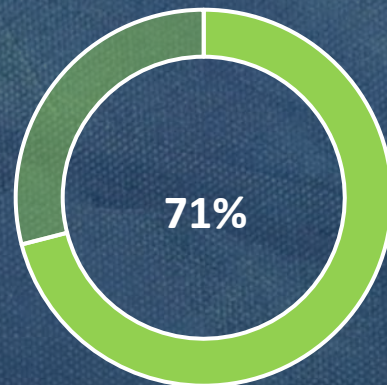
% Students of color in full transfer-intending sample



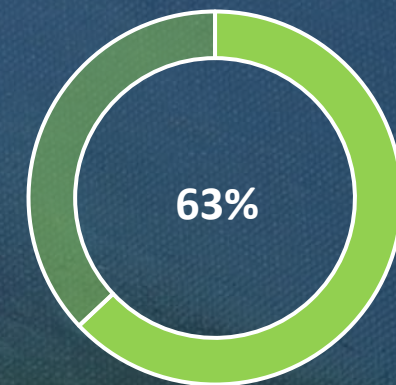
% Students of color on taking a break trajectory



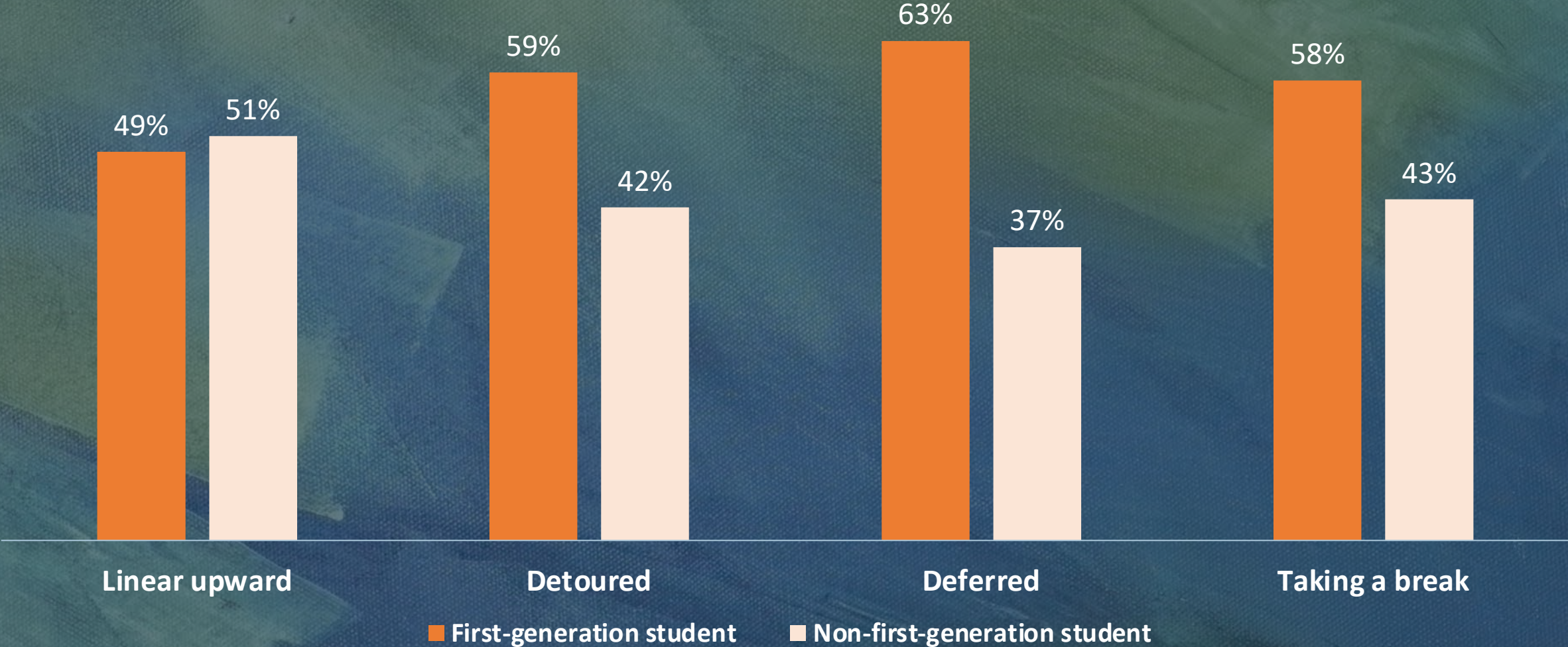
% White students in full transfer-intending sample



% White students on taking a break trajectory



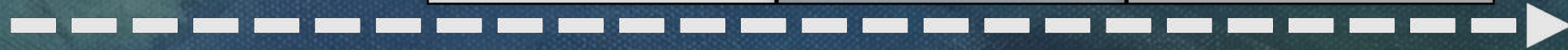
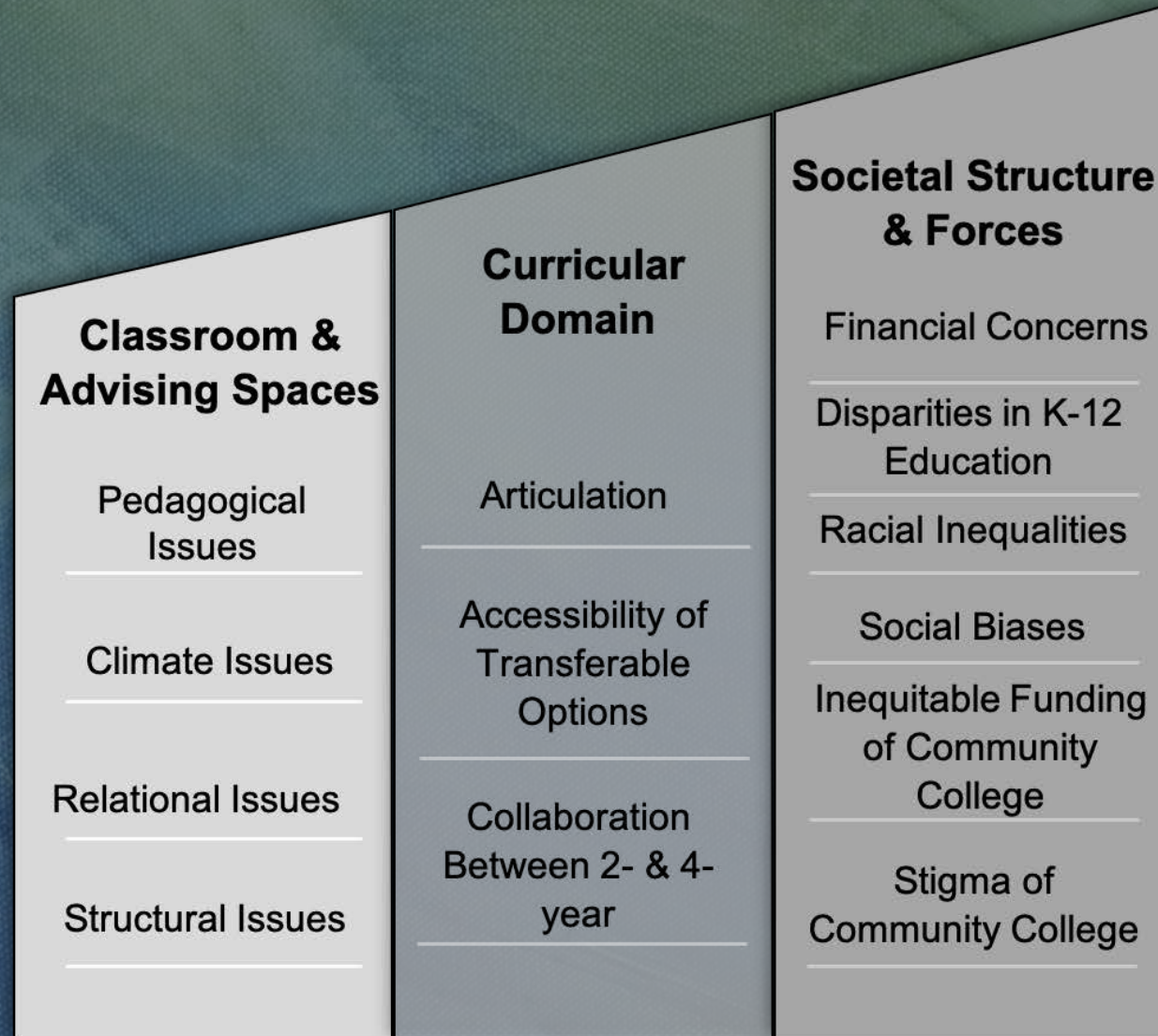
Momentum Trajectories and Embedded Inequities



Underrepresented and Underserved: Gender and Racial Disparities



Multiple Facets of *On My Own*



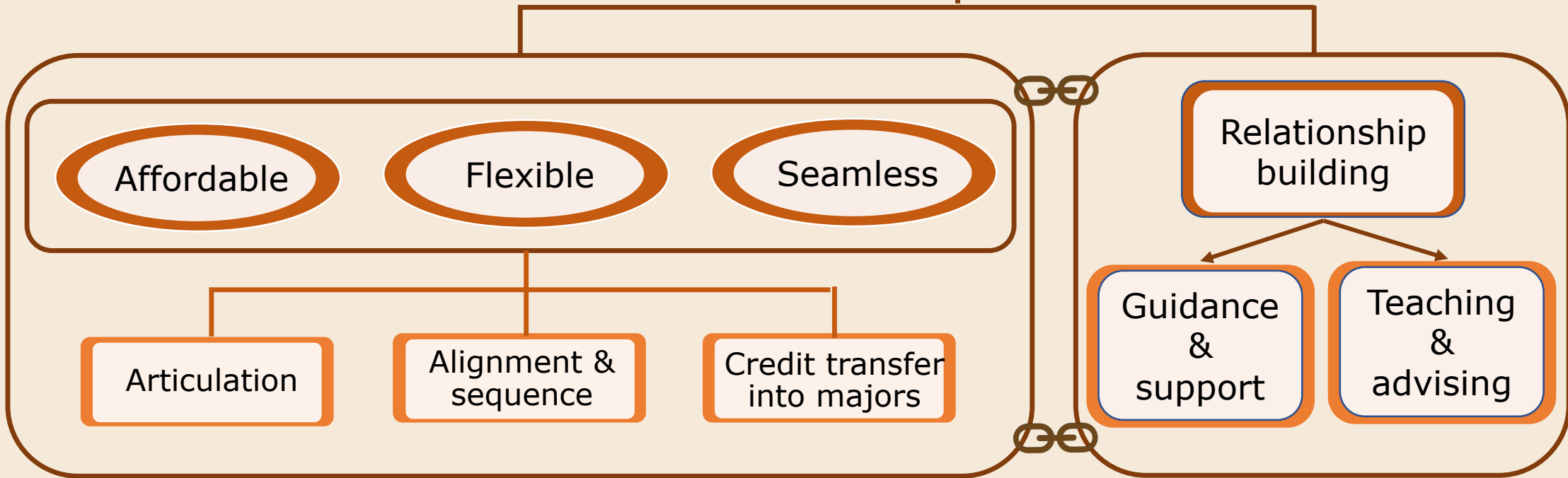
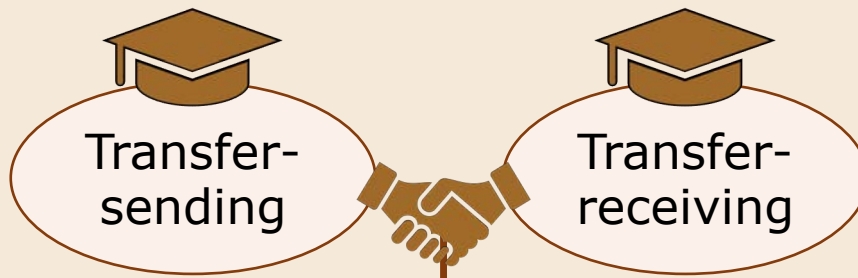
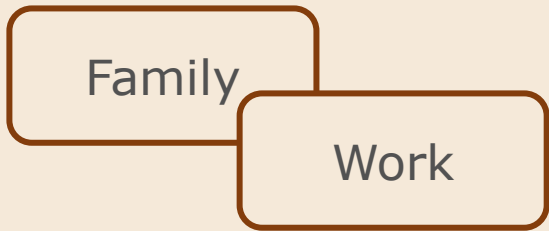
What does *supporting* ALL transfer students mean and look like?

- *Not assuming SAMENESS*
- *Disrupting our assumptions*
- *Never-ending, reflective journey*

TOWARD A CULTURE IN SUPPORT OF EQUITY



*What do **Equitable STEM**
Transfer Pathways *mean*
*and look like?**



Ready for a (post-)COVID-19 era?

Do our efforts serve all transfer students justly by addressing their unique needs? WHO is still NOT supported by our efforts, and how can we CHANGE that?

(On My Own, p. 170)

Additional Sources:

- [Colleges Should Cultivate More Equitable Transfer Pathways](#) (Xueli Wang)
- [Author discusses her new book on STEM transfer students](#) (Scott Jaschik)

Supporting STEM transfer students amid crisis

Going the extra mile

- Support, flexibility, extended timelines

Beyond the numbers

- Transfer-receiving institutions respond to and creatively account for transfers

STEM transfers as assets

- They are the future—STEM professionals address community needs
- They are the community—Positioned to serve local societal good



Thank you and Questions?



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