

## **Volume 8, Number 2 Spring 2001 Abstracts**

### **Understanding Transfers: A Collaborative Community College and University Research Project**

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This paper presents the results of a collaborative research project through which a community college and university obtained information and students' perceptions about academic preparation, the transfer process, and experiences at each institution from a cohort of students who earned 12 or more credits at the community college and then transferred to the university. Institutions shared quantitative data from their student information systems and jointly sponsored focus groups. Results were enlightening to both institutions. In addition to presenting research findings and examples of how findings are being used, the paper describes a process that provides a model for research partnerships between two- and four-year institutions.

### **Transfer: We Ignore It At Our Peril**

[Judith Eaton](#), The Council for Higher Education Accreditation

It has been some years since I have worked directly in the area of transfer. The opportunity to address participants at this important conference prompted me to review some earlier work on the topic and to think about transfer from a national perspective. It is my view that transfer is a difficult issue for higher education, and it is especially difficult for community colleges. Three major arguments underscore the importance of the transfer function for community colleges: the social justice argument, the collegiate argument, and the portability argument. All remain salient today, though the portability argument makes the strongest current case for transfer. In my remarks I will elaborate on each of these points, and then offer to you a "transfer audit," the answers to which will tell you how important you believe that transfer is at your institution. I'll close with some general comments.

### **Tying Transfer to Type of Associate Degree: A Tangled Knot**

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Although the Associate of Arts (AA) degree is considered to be the community

college parallel to the university transfer degree, many students in other associate degree programs (i.e., vocational associate degree programs) transfer and attain a baccalaureate. Because students with vocational associate degrees are not usually expected to transfer, studies that examine the academic performance of two-year college transfer students rarely use type of associate degree as a variable. This study sought to determine the relationship between type of transferred associate degree (AA or Other/Vocational) and baccalaureate academic performance, as measured by attainment of the baccalaureate and exit Grade Point Average (GPA) upon attaining the bachelor's degree. The population was all 1995-1996 Missouri associate degree recipients (N = 6,171) who transferred to Missouri public four-year colleges and universities in 1996-1997 (N = 1,585). Findings indicated no significant difference in baccalaureate exit GPA but a significant difference in baccalaureate attainment.

### **Closing the Transfer Data Gap: Using National Student Clearinghouse Data in Community College Outcomes Research**

[Karl Boughan](#), Prince George's Community College

With the inauguration of National Student Clearinghouse's (NSC) Enrollment Search service, featuring virtually complete nationwide data on student enrollment flow, postsecondary institutions are finally in a position to accurately distinguish transfer from dropout behavior. This paper illustrates use of this resource through a longitudinal cohort outcomes analysis involving NSC data conducted at Prince George's Community College, a large, suburban institution. Effective use of NSC data requires a heightened methodological and conceptual sophistication in working with transfer indicators. Issues include the need to distinguish between transfers to two-year schools (i.e., lateral transfer) and to four-year schools (i.e., progressive transfer), immediate-upon-exiting and delayed transfers, transfers made by short-term attendees vs. those made by thoroughly matriculated students, and transfers with and without degree. The general question of constructing an adequate all-purpose measure of community college transfer rate is also treated addressed.

### **Examining the Effectiveness of Articulation Agreements Through Community College Transfer Students: A Pilot Study of Teacher Education Transfers**

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This study on transfer involved the use of multiple methodologies to answer two overarching questions: Are articulation agreements effective tools that enable students to transfer to a four-year institution without loss of academic credit?

And, is the academic preparation associated with the articulation agreement suitable to insure that transfer students persist and succeed at the four-year institution? The study was conducted at an urban community college, which tracked the transfer of students in a Teacher Preparation program to a partner university. Results indicated that students found the transfer process to be smooth. Transfer students within this program did not experience loss of credit hours when transferring. However, transfer students completed a larger number of credit hours upon graduation than their native counterparts. Although they experienced a decline in their GPA after transfer, these students were able to maintain successful academic performance.

### **Community College Student Experiences After Transfer: Recent Literature**

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