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The Future of Transfer

[Arthur M. Cohen](#), University of California, Los Angeles

This paper discusses student transfer from community colleges to universities from three perspectives: 1) How are transfer rates calculated? 2) What are the effects of state and institutional policies on transfer rates? and 3) Why are the transfer rates in some colleges consistently above or below the norm for their state? Each topic is discussed along with suggestions for increasing the number of transfers through structural and policy changes. The author concludes that transfer rates will certainly increase over the next several years as the universities are unable to accommodate an increasing number of applicants for their freshman classes and they divert more qualified students to other sectors. Therefore, realizing the unlikelihood of major structural changes in public higher education systems, the community colleges will have to work to ensure that transfer is feasible for all students wishing to move on to the next level of schooling.

Educational 'Anticipations' of Traditional Age Community College Students: A Prolegomena to Any Future Accountability Indicators

[Clifford Adelman](#), U.S. Department of Education

This article offers a five-level variable that highlights the level and the consistency of a student's educational "anticipations," and tests the explanatory power of this approach to the histories of traditional age community college students using the postsecondary transcript files of the NELS:88\2000 longitudinal study. In logistic models of the likelihood of (a) attending a 4-year college at all and (b) earning a bachelor's degree, the "anticipations" built from responses to pairs of questions asked in grades 10 and 12 played a modestly positive role, along with academic momentum coming forward from high school. When the universe is confined to those who entered community colleges within seven months of high school graduation and the educational anticipations questions asked again two years later, 19 percent raised expectations to the bachelor's level, 59 percent maintained them at that level, and only 7 percent lowered expectations. The maintenance of bachelor's expectations increased both the probability of transfer and bachelor's degree completion, reinforced by the number of credits earned in science, technology, engineering, and mathematics in the first two years of community college attendance. These and allied findings undercut a key support for the "cooling out" hypotheses applied to traditional-age students who start out in community colleges.

Results of a National Study of Transfer in Occupational/Technical Degrees: Policies and Practices

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This article presents the results of a spring 2004 survey of state higher education agency officials on the current status of the transferability of two-year degree occupational programs, designated as the AAS degree in most states. Included in the discussion is the issue of transferable general education in these degree programs, the development of three distinct types of designated bachelor's degrees to articulate specifically with the AAS degree, a list of the occupational fields for which articulation agreements are more typically developed, and common problems and some solutions for successful occupational program transfer.

Promoting Transfer and Articulation in Indiana, Kentucky and New Jersey: Legislation, Policy, Organizational Structures and Technology

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[Deborah Jackson](#), Kentucky Council on Postsecondary Education,
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This article discusses the recent progress made by three states —Indiana, Kentucky, and New Jersey— toward statewide goals to improve transfer and articulation. Legislation and/or policies that prompted the initiative in each state are presented, along with any additional policies and organizational structures that were implemented to promote successful transfer. Also discussed are state-level initiatives to establish and maintain websites and other mechanisms involving technology to promote and facilitate transfer. Accomplishments, pitfalls, remaining issues and next steps to be addressed are included in this review of the policies and implementation strategies three different states have chosen to promote transfer and articulation.

Networks for Transfer Success

[Mark Allen Poisel](#), University of Central Florida
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Building stronger networks for transfer student success involves both inter-institutional and intra-institutional collaboration. This article explores successful efforts of the Office of Transfer Services at the University of Central Florida to address three critical components of transfer student success: 1) preparation, which involves the delivery of appropriate and timely information prior to a

student's enrollment; 2) transition, which calls for collaborative use of a well-networked, decentralized advising structure, and 3) progression, which requires an advocacy system to refer students to campus-wide support services. A key factor to the success of the Office is the ability to develop relationships and collaborate with faculty and staff at the Florida community colleges. Assisting students in successful transfer requires intentional interventions that impact students' decision making. These interventions need to occur at the three critical stages noted above.

Transfer Performance of Community College Students: Impacts of Costs and Institution

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This paper investigates the determinants of student transfer from two- to four-year institutions using the National Education Longitudinal Study of 1988 (NELS:88) data. Substantial variation in transfer rates exists across racial groups. The seemingly large disparity in transfer rates disappears once other student characteristics, college experience variables, financial constraint (measured by the amount of tuition difference between two- and four-year college), and institutional factors (such as proportion of part-time students and instructional expenditure per full-time equivalent student) are controlled. This research suggests the increase in tuition gap between public two- and four-year colleges may produce a negative impact on two-year college students' transfer decisions, especially for Black and Hispanic students.

Transfer and Student Services: Recent Literature

[Rozana Carducci](#), UCLA Community College Studies (no abstract).