

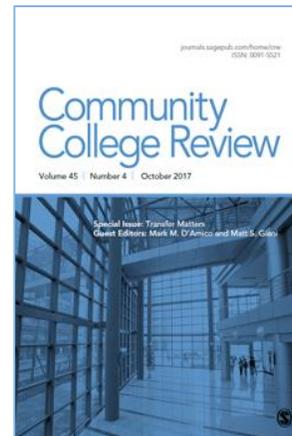
New Ways of Thinking about Community College Transfer: *Community College Review* Releases Special Issue with Open Access in October

FOR IMMEDIATE RELEASE

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Community College Review released a special issue on transfer, “Transfer Matters,” to highlight new research on a key function of the community college sector during a time of enhanced focus on student outcomes. “Improving college student outcomes and increasing baccalaureate degree attainment cannot be achieved without new ways of thinking about transfer,” said Mark D’Amico, associate professor of educational leadership at the University of North Carolina at Charlotte and co-editor of the special issue. The idea for the special issue was born during a meeting of transfer scholars at the Bill & Melinda Gates Foundation in Washington, DC in 2016. “The special issue offers new research on key themes to support successful transfer: transfer access, transfer pathways, and transfer policy,” said Matt Giani, Research Scientist at the University of Texas at Austin and co-editor of the special issue.



The issue includes a forward by Debra Bragg, director of community college research initiatives at the University of Washington and convener of the 2016 meeting at the Gates Foundation in Washington, DC, who stated, “Research on community college transfer is among the most prevalent in the field, but the articles in this issue show the evolution of transfer research and offer a meaningful guide for future inquiry and practice.”

The following are some key conclusions of the work according to the authors:

“Vertical transfer from community college to university dominates perceptions of transfer, but it does not account for those who move laterally within a sector, those who transfer from a four-year to a community college, those who swirl, and those who enroll in multiple sectors simultaneously,” said Jason Taylor, assistant professor of higher education at the University of Utah.

“The community college and university partnerships we found to be particularly effective at helping students transfer and earn bachelor’s degrees focused on three key practices: prioritizing transfer students, creating clear pathways for students to follow, and providing support and guidance to students along their path,” said John Fink, research associate with the Community College Research Center.

“Community colleges are an important piece of the STEM workforce puzzle, but institutions must have a nuanced understanding of what motivates students to transfer. Transfer systems must take into consideration gender and racial differences to successfully support all students,” said Xueli Wang, associate professor of educational leadership and policy at the University of Wisconsin-Madison.

“For transfer outcomes to improve, we need to create systems of truly integrated pathways that allow students to apply every 2-year credit earned to their 4-year degree,” said Michelle Hodara, senior researcher at Education Northwest.

The special issue will be available without a subscription through October 31, 2017 at the following URL:

<http://journals.sagepub.com/toc/crwa/45/4>

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About *Community College Review*

Community College Review (CCR) has led the nation for 40 years in the publication of scholarly, peer-reviewed research and commentary on community colleges. CCR publishes articles on all aspects of community college administration, education, and policy, both within the American higher education system as well as within the higher education systems of other countries that have similar tertiary institutions.

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