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**Transfer English Credit from Two-Year Institutions to Four-Year Institutions
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The curricular, economic, and cultural disjuncture between community colleges and universities, and within and between disciplines or fields like English and Composition, and Education and Developmental Education—all suggest that, from a WPA perspective, a coherent or meaningful review of literature may *not* exist in the subject area of “Transfer English Credit From Two-Year Institutions to Four-Year Institutions.” Said another way, in general and regarding all fifty states, the two- and four-year institutions have *not* well-facilitated transfer credit for English and other courses (Hagedorn, 2006; Handel, 2010; Laird, 2009; Melguizo, Hagedorn, & Cypers, 2008; Mellow & Hellan, 2008; Patthey-Chavez, Dillon, & Thomas-Spiegel, 2005; Roksa, 2009; Roksa & Calcagno, 2010; Shulock & Moore, 2007). Unfortunately, *not* facilitating English transfer credit turns out to be the topic of this bibliography and is an urgent problem now.

Consider that in spite of President Obama’s recent \$12 billion commitment to the nation’s community college system (Handel, 2010), and the first ever White House summit on community colleges and the current national goal of five million more community college graduates by 2020 (Gonzalez, 2010)—all of which suggest an extraordinary emphasis on the transferability of English courses between two- and four-year institutions—higher education and WPAs (Klausman, 2008; McCrimmon, 2006; Taylor, 2009) are *not* well-prepared to facilitate the transfer of English credit with any consistency that suggests a system. California exemplifies this problem (Hagedorn, 2006; Laird, 2009; Melguizo, Hagedorn, & Cypers, 2008; Patthey-Chavez, Dillon, & Thomas-Spiegel, 2005) in spite of its having the largest community college system in the nation. With rare exception, studies on transfer reach the same conclusion that two-year colleges, that typically include multiple levels of English courses, frustrate rather than facilitate transfer to four-year institutions (Bowen, Chingos, & McPherson, 2009; Hagedorn, 2006; Handel, 2010; Laird, 2009; Melguizo, Hagedorn, & Cypers, 2008; Mellow & Hellan, 2008; Patthey-Chavez, Dillon, & Thomas-Spiegel, 2005; Roksa, 2009; Roksa & Calcagno, 2010; Shulock & Moore, 2007). However, at least one successful regional example of two- and four-year institutions collaborating over the transferability of English courses and writing skills exists in publications (Kleniewski, 2007).

Subsequently, this annotated bibliography, by relying on disciplines other than English, begins unraveling the intricacies of the transfer problem and begins to answer this question: How has this part of the American educational system reached this point? Answers start, for example, by considering how two-year institutions are defined by articulation agreements, faculty qualifications, student support services, state-wide policies, and retention, all of which are part of the feasibility and value of English transfer credit (Mellow & Heelan, 2009, pp. 205-208), and answers begin with knowing that once a student successfully transfers from a two-year to a four-

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year institution, he or she may be more likely to graduate as compared to a university's homegrown student (Bowen, Chingos, & McPherson, 2009, pp. 136-146). Besides hoping to shed light on the importance and relevance of these educational events, the following annotations suggest how transfer English credit necessarily involves a WPA in knowing a variety of student support services and educational practices, and suggests how developmental education, remedial as well as ESL English courses, and transfer-level English are shared concerns for two- and four-year institutions.

As may be inferred earlier, this bibliography has limitations, not just in the number of studies or publications cited. First, the bibliography is *not* researched with the intent to represent *only one* disciplinary perspective. Second, only empirical studies or information-laden publications since 2005 are included. Third, finding empirical research that focus on transfer students and state educational systems is highly problematic because institutions tend to study their own students as compared to studying the same students' writing as such may exist at two or more institutions and because each discipline tends to guide its research according to its own disciplinary perspectives and research methods as compared to encouraging research guided by multiple disciplinary perspectives, mixed research methodologies, and cross-case study comparisons. Fourth, a conflagration exists between the non-transferability of developmental, ESL, or basic writing courses and the desirability of making "writing" transferable as courses and skills between two- to four-year institutions. Finally, this annotated bibliography is *not* about placement or assessment although both are relevant to transferring English credit or writing skill between two- to four-year institutions.

Bowen, William G.; Matthew M. Chingos; Michael S. McPherson

Crossing the finish line: Completing college at America's public universities

Princeton, NJ: Princeton University Press (2009)

With ample statistical and other empirical evidence that define higher and public education at the national level, this book's main question to answer is why less than 60% of students who enter a four-year institution graduate. Exploring possibilities, the relationship between two- and four-year institutions is examined via a study of 21 flagship universities in four state systems (see pp. 136 to 146). A noteworthy conclusion here is that, when comparing traditional aged students who start at two-year and four-year institutions, transfer students "graduate at higher rates than first-time freshmen with similar entering credentials" (p. 136); transfer students are as likely to earn a bachelor's degree as compared to the "homegrown" students of the four-year institutions. The authors, among other recommendations, call for increased transfer rates between two- and four-year institutions.

KEYWORDS: two-year-four-year, transfer-student, review-of-research, data, graduation-rate, academic-success, minority, acculturation, academy, public-private

Hagedorn, Linda S.

Hispanic community college students and the transfer game: Strikes, misses, and grand slam experiences

Community College Journal of Research and Practice 30.10 (2006), 827-853

This empirical research focuses on 5,000 students who participated in the “Transfer Game” in the LACCD (Los Angeles Community College District) and explains the relationships between California’s community college system and university systems: UC (University of California) and CSU (California State University) systems. Also, examined in the study are California’s IGETC (Intersegmental General Education Transfer Curriculum) agreements and four levels of English courses found at community colleges. Among findings are that Latino or Hispanic students, like other students, are frustrated by layers of remedial or developmental courses that form barriers to matriculation into transferable courses and that, again as other students, relatively few transfer to four-year institutions (pp. 839-846). Among the author’s recommendations is that California “should design and enact a program of teacher accountability that monitors teachers at all levels and ensures that students are getting a real, quality education” (p. 847).

KEYWORDS: two-year, transfer-student, California, Los Angeles Community College District, Hispanic, minority, basic, needs-analysis, recommendations, policy

Handel, Stephen J.

Silent partners in transfer admissions

Chronicle of Higher Education (September 19, 2010)

<http://chronicle.com/article/Silent-Partners-in-Transfer/124514/>

Stephen Handel, director of the College Board’s National Office of Community College Initiatives, provides a good, national overview of transfer credit, including English, in terms of current state and national initiatives, the overall feasibility of transferability, and the relevant past research and scholarship. Besides factually characterizing students and how often students achieve transfer credit and degree completion, Handel mentions relationships between two-year and four-year institutions in these states: Arizona, California, Colorado, Florida, Kentucky, Maryland, New York, North Carolina, Ohio, and Texas. One conclusion is that improving transfer for bachelor degree-seeking, community college students requires an “intimate collaboration between community colleges and four-year institutions” that is currently “largely unformed.” Most four-year institutions are “silent” regarding the number of ways that they may improve transfer credit and the academic lives of transfer students.

KEYWORDS: transfer-student, two-year-four-year, policy, review-of-research, future, needs-analysis, graduate-rate

Klausman, Jeffrey

Mapping the terrain: The two-year college writing program administrator

Teaching English in the Two-Year College 35.3 (2008), 238-251

While advocating for a WPA position at his two-year college and defining the significant need for such a position(s), Jeffrey Klausman describes how one kind of diversity among students, i.e., cultural diversity, and another kind of diversity among faculty members, i.e., academic training, present significant challenges that necessitate any two-year-college WPA to be an active listener (p. 246) before constructing any appropriate WPA approach for students, faculty, curricula, budgets, administrations, etc. Klausman thinks that any successful two-year-college WPA must *not* be perceived as an elitist (p. 241). The concepts of *liberation* and *service*, moreover, are crucial for understanding how a two-year-college WPA person may work because his or her work will be unlike that found at a typical four-year institution. Herein, *liberation* means that the students, via writing, have access to the promises and power associated with traditional academic discourse, and *service* means that English faculty are to serve and promote the two-year college's mission: provide access to all student to higher education. Nevertheless, while students "write their way into belonging," English faculty members must be "wary of pedagogies that appease discomfort" (p. 246). Klausman explains why and how "a collection of writing classes, not a program" may exist at his and other two-year institutions (p. 239).

KEYWORDS: WPA, two-year, transfer-student, diversity, cultural, 'liberation', 'service', teacher-student, curriculum, program, pedagogy

Kleniewski, Nancy

Joint authorship: Faculty members from six Institutions collaborate to measure writing competence

New England Journal of Higher Education 22.2 (2007), 29-31

In southeastern Massachusetts, four two-year community colleges and two four-year institutions formed a collaborative called CONNECT for the purpose of improving transfer rates and using resources more efficiently. Because their chief academic officers collectively "reasoned that writing is the bedrock skill in any general education program and that writing instructors were already practicing assessment (as distinct from grading) through the placement process" (pp. 29-30), the chief academic officers decided to create the Writing Project. Subsequently, regarding first-year writing courses, the Writing Project demonstrated the importance of institution-to-institution dialogues, common student learning outcomes, and top-down leadership (i.e., presidents, provosts, and deans) so that writing pedagogy and assessment were shared across campuses and classrooms. Among other concluding thoughts, Nancy Kleniewski stated, "CONNECT chief

academic officers are confident that faculty collaborations will help community college students succeed in four year colleges” (p. 31).

KEYWORDS: two-year-four-year, teacher-cooperation, administrator-collaboration, transfer-student, CONNECT, placement, objective, leadership, academic-success, needs-analysis, Massachusetts

Laird, Bob

The trouble with transferring: It shouldn't be so difficult

Chronicle of Higher Education (March 27, 2009)

<http://chronicle.com/article/The-Trouble-With-Transferring-/14439/>

Although often citing examples from California where 25% of the nation's community college students study, Bob Laird offers an overview of the complications of transfer, starting with the need to improve education in English (and math) in high school, moving into a critique of the idea that community college education is affordable, and discussing how the lack of standardized course requirements affects transferability within states and across state lines. Advising, both at the two- and the four-year institutions, is presented as a significant part of transfer difficulties. While presenting problems, Laird, former director of undergraduate admission at the University of California at Berkeley (1993-1999), also presents possible solutions in spite of “the consequences of huge cuts to community-college budgets taking place across the country as a result of the national economy's collapse” (p. 22).

KEYWORDS: California, two-year-four-year, transfer-student, requirement, standardization, needs-analysis, cost-analysis, crisis

McCrimmon, Miles

Across the great divide: Anxieties of acculturation in college English

College English 69.2 (2006), 117-126

In the November 2006 issue of *College English*, “chiefly a symposium on undergraduate English education” (p. 105), Miles McCrimmon shared his experience of participating in a gathering of more than 200 Virginia community college English professors as they heard from a state-wide task force. The task force, created to increase transfer rates of English courses from two-year to four-year institutions, proposed a new version of the second course of the required two-course sequence that defined first-year composition. This new course version deemphasized literature and emphasized academic research and persuasive writing. While agreement seemed to exist on the inclusion of research and persuasive writing, discord persisted on “what kind of (and how much) shared content would be appropriate” for that course (p. 118). With a slant toward literature, McCrimmon articulated the clash in English between literature and composition

professors, two-year and four-year English curricula and professors, and dissimilar learning objectives for first-year English courses.

KEYWORDS: Virginia, two-year-four-year, transfer-student, needs-analysis, curriculum, advanced, comp-lit, conflict

Melguizo, Tatiana; Linda S. Hagedorn; Scott Cypers

Remedial/developmental education and the cost of community college transfer: A Los Angeles County sample

Review of Higher Education 31.4 (2008), 401-431

Among other data, this research study includes a sampling of 5,011 students who were enrolled in the nine community colleges in the LACCD (Los Angeles Community College District) and who completed a questionnaire. Also, 411 (approximately 8%) of these students successfully transferred to a four-year institution by the fall of 2005. Besides accounting for demographic variables (gender, age, ethnicity, and socioeconomic status), data analysis includes the students' enrollment in four levels of English courses: three levels of English courses below the transfer level and the one transfer level course. The curricular dynamics between remedial English and transfer English, and the students' educational costs are described and explained, and lend themselves to this study's major finding: "despite the relatively low tuition and fees of community colleges in California, the real cost for transfer students is the substantial amount of time they spend at the community college taking remedial/developmental and/or nontransferable courses" (p. 422). In fact, "Students average five years at a community college before transferring to a four-year college" (p. 423) and then, "they transfer only about one year's worth of credits" (p. 423).

KEYWORDS: California, two-year-four-year, transfer-student, data, student-opinion, questionnaire, academic-success, gender, age, ethnicity, socioeconomic status, curriculum, time-to-degree, graduation-rate, basic, requirement

Mellow, Gail O'Connor; Cynthia M. Heelan

Minding the dream: The process and practice of the American community college

Lanham, MD: Rowman and Littlefield (2008)

While containing the history of American community colleges, this book focuses more on presenting and critiquing the latest, relevant legislative, governance, statistical, pedagogical, etc. information for community colleges. In particular, Chapter Nine focuses on "Developmental Studies" (pp. 165-184) and Chapter Ten (pp. 185-208) on "The Transfer Experience." In the transfer chapter, relationships between faculty credentials and faculty commitment, and statewide programs and transfer students, and transferability of majors and degree completion are discussed among other issues. Besides describing barriers to transferability and how these barriers are overcome in

terms of transfer support programs, authors Gail O'Connor Mellow and Cynthia Heelan have a section in the transfer chapter entitled, "Challenges to the Field" (pp. 205-208). Therein, they address articulation, faculty, student support services, state-wide policies, etc. issues—all of which are applicable to English transfer credit.

KEYWORDS: two-year, history, review-of-research, basic, transfer-student, needs-analysis, faculty-commitment, program, curriculum, policy, ESL, minority, acculturation, access

Patthey-Chavez, G. Genevieve; Paul H. Dillon; Joan Thomas-Spiegel

How far do they get? Tracking students with different academic literacies through community college remediation

Teaching English in the Two-Year College 32.3 (2005), 261-277

This study involves nine community colleges and two state universities, all of which constitute California's IPASS (Intersegmental Project to Assure Student Success) consortium. The study includes an overview of the developmental, ESL, and English curricula—six curricular levels—as defined by these community colleges and that constructs student matriculation through a consortium's community college's required English courses and transfer from a consortium's community college into a state university. To be specific, from 1990 to 2000, researchers tracked 238,032 community college students, most of whom were developmental and ESL students, as they matriculated through the curricula, the reading and/or writing courses at each community college, and possibly matriculate into a state university. Of the 238,032 original community college students, approximately 27% of them first enrolled in a transfer-level English course (p. 265) and approximately 8.5% of all them eventually "transferred and completed university coursework" (p. 264). After extensive data analysis, researchers concluded that "students who arrive at the college with an English competency inadequate for the reading and writing demands of college coursework...have greater failure rates" and "students coming into the institution with better academic literacy, even in another language, are more likely to acquire the written communication skills" required for college-level courses (p. 275). Among other recommendations, researchers suggest that a different kind of research, not represented in their study, also be applied to the transfer situation so that "developmental programs and writing programs as a whole aim not to function as gatekeepers" but aim more to function for effective educational and literate purposes (p. 276).

KEYWORDS: California, two-year-four-year, transfer-student, IPASS (Intersegmental Project to Assure Student Success), basic, ESL, curriculum, graduation-rate, data, academic-success, skill-level

Roksa, Josipa

Building bridges for student success: Are higher education articulation policies effective?

Teachers College Record 111.10 (2009), 2444-2478

This meta-analysis of national-level empirical studies addresses these problems: whether community colleges facilitate transfer, the effectiveness of articulation agreements, and the relationship between transfer credit and degree attainment. With a sharp focus on articulation agreements and their status in all fifty states, Josipa Roksa concludes that “neither the path to transfer nor our understanding of transfer [credit]” creates a knowable path for transfer students from two- to four-year institutions (p. 2470). Said another way, “Surveying the transfer literature reveals the diversity of definitions, measurements, data, and analytical methods used that make it virtually impossible to arrive at any coherent conclusions”; moreover, this “confusion in the literature reflects the confusion ‘on the ground’” (p. 2470). Saying that “much energy and effort and many resources are being invested in assessing and evaluating transfer in higher education” and that “approximately half of the students in higher education [are] attending community colleges,” Roksa hopes that educators “collaborate on developing common goals and appropriate data sets and measures” to improve transferability of courses from two-year to four-year transfer credit (p. 2471).

KEYWORDS: two-year-four-year, policy, effectiveness, transfer-student, graduation-rate, data, national, USA, needs-analysis, research-method, institution-cooperation, curriculum, recommendations

Roksa, Josipa; Juan C. Calcagno

Catching up in community colleges: Academic preparation and transfer to four-year institutions

Teachers College Record 112.1 (2010), 260-288

In this empirical investigation, 29,900 degree-seeking students were attending Florida community colleges beginning in the fall of 1998. Then, researchers monitored their academic progress through the summer of 2003. Approximately 20% of the under-prepared students successfully transferred to four-year institutions, and their passing college-level English (and Math) courses increased the probability of their doing so. Also, researchers focused on the importance and implications of community college students achieving “intermediate outcomes,” the most demanding being the completion of an AA degree (p. 281). Accomplishing intermediate outcomes seemed indicative of the importance of the educational process that students experienced before the community college and afterwards: “Relationships between community colleges and four-year institutions could be particularly consequential for students who have completed intermediate outcomes” (p. 283). In the larger picture, recognizing “the importance of a holistic approach to education,” which may be a K-20 educational system and which may aim “to improve academic preparation across the entire system, will likely be most

beneficial in helping students successfully navigate the community college curricula and transfer to four-year institutions” (p. 282). In other words, given present K to 12 educational processes, researchers think that the community colleges’ ability to “mitigate the negative effects of inadequate academic preparation on transfer is limited” (p. 260).
KEYWORDS: Florida, two-year-four-year, data, longitudinal, graduation-rate, AA-degree, basic, academic-success, holism, curriculum, articulation, needs-analysis, recommendations

Shulock, Nancy; Colleen Moore

Rules of the game: How state policy creates carriers to degree completion and impedes student success in the California community colleges

Sacramento, CA: Institute for Higher Education Leadership and Policy (February, 2007)

Through statistical data including tracking 520,407 California community college students during a six year period ending in 2004-2005, Nancy Shulock and Colleen Moore explain how these students are not reaching their academic potential: only 15% of community college students succeed in transferring to a university or earning an associate’s degree. English courses become a way to identify “basic skills” students (p. 6) and identify bachelor “degree seekers” (p. 5). Ironically, the state’s “access-oriented policies have had the unintended consequences of inhibiting completion” (p. 3) in at least five areas, one being “policies on student course-taking choices.” In this area, revising “assessment/placement policies” and revising “campus matriculation policies,” both of which affect the efficacy of transfer English courses, are recommended (p. 15).

KEYWORDS: California, two-year-four-year, academic-success, graduation-rate, data, needs-analysis, basic, access, policy, requirement, placement, transfer-student, curriculum

Taylor, Tim

Writing program administration at the two-year college: Ghosts in the machine

WPA: Journal of the Writing Program Administrators 32.3 (2009), 120-139

Does WPA work exist at community colleges? One way, Tim Taylor answers this question, is to present a thorough but limited review of literature that offers “leads,” indicating a diverse of types of WPA work exists at community colleges, generally gravitating toward decentralization on multiple levels: school, department, and faculty levels. Another way, he answers the question, is to report survey results. The surveys were distributed to 125, two-year institutions that represented seven regions of the Two-Year College English Association (TYCA). The 21 responses, i.e., 17% response rate, represented a diversity of colleges and support this conclusion: “In writing programs at community colleges, sharing responsibility and respecting instructor autonomy is key” (p. 130) to the point that “most campuses offer the majority of faculty members (86%; n=18)

professional autonomy in conducting their classes and crafting their assignments and syllabi...” (p. 130). The article provides a much needed characterization of possible WPA work at two-year colleges in terms of faculty positions, leadership, and curricula; however, writing assessment is not discussed therein.

KEYWORDS: two-year, WPA, review-of-research, decentralization, institutional, survey, data, national, faculty, autonomy