



Improving Student Transfer

Institutions that used the DQP to improve student transfer from two-year to four-year institutions indicated that the work increased student awareness and articulation of what they know and can do (72%) and helped to inform transfer articulation efforts with a focus on learning outcomes as contrasted with course equivalences (68%).

Nine of ten respondents (94%) indicated the DQP helped to create more intentional and coherent curricular pathways for students. Collaboration between two- and four-year transfer institution faculty led to, as reported by partner institutions, “improvement of transfer success between institutions by providing faculty members a means to identify strengths and weaknesses of students beyond those offered in a grade.”

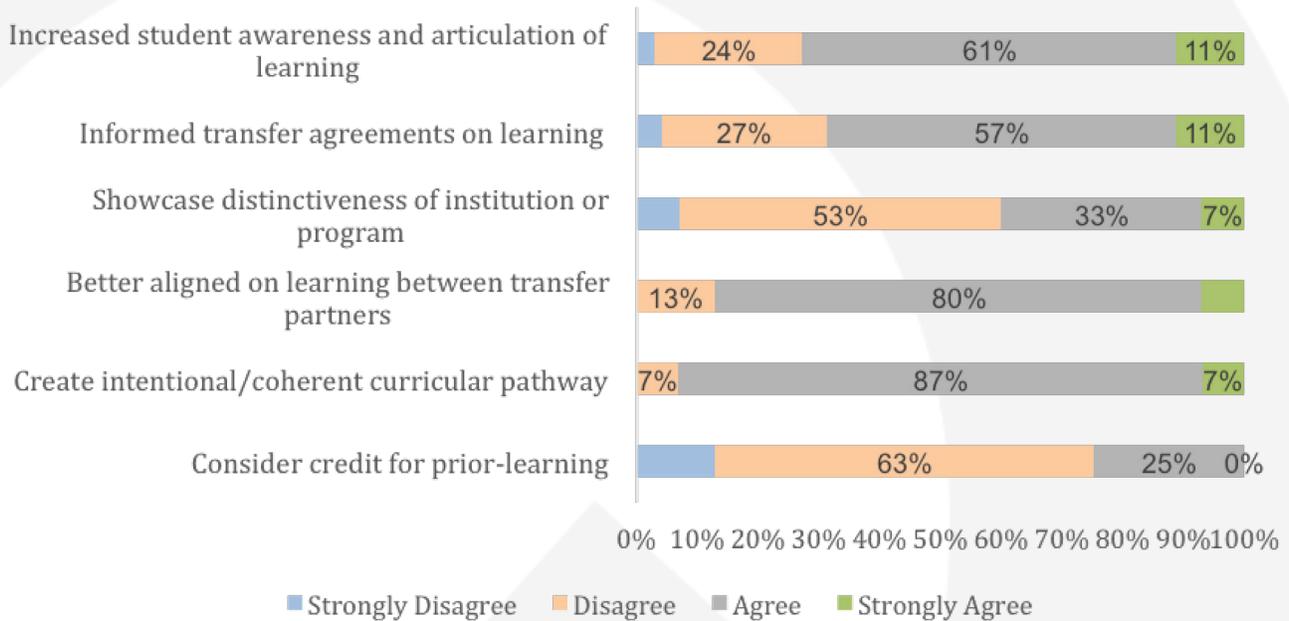
87% indicated that improved program alignment was achieved between transfer institutions based on student learning outcomes as opposed to course equivalencies or syllabus review. In the October 2014 DQP post-convening survey, respondents indicated that the DQP helped shift their thinking from “transfer of credit to transfer of learning where the latter is more inclusive of all learning, formal and informal, prior and emerging.” More specifically, one respondent from a four-year transfer partner said that the DQP was a “useful tool for highlighting existing alignments and interrogating differences between institutional goals (between transfer institutions) and within the institution itself.”

At the same time, three quarters (76%) did not agree that they were considering credit for prior-learning and supporting policies; also 60% did not agree that the DQP provided a means to discuss the distinctiveness or uniqueness of the institution or program. However, in some instances, the DQP was considered instrumental in advancing an institution’s efforts related to determining how to deal effectively with the prior-learning challenge. For example, a two-year college engaged in prior-learning assessment before using the DQP said, “the faculty and professional staff who have been involved [with the DQP] have deepened their commitment to prior-learning assessment because the process is more straightforward and easier to assess actual learning – students find it easier as well.”

*The **University of Massachusetts at Lowell** (and partner institution **Middlesex Community College**) started working with the DQP as part of the AAC&U Quality Collaboratives initiative, which sought to facilitate scaffolded learning across community colleges and four-year institutions to ease transfer. At UMass Lowell, the DQP was used at the department level to investigate how the quantitative reasoning outcome as outlined in the DQP was being assessed both at UMass Lowell and Middlesex, to better understand what students were able to do in terms of quantitative literacy across the associate and baccalaureate degree levels. This increased understanding led to an assignment design and assessment initiative, where faculty were encouraged to participate in assignment design workshops and peer feedback processes to better align their assignments and assessments to quantitative literacy learning outcomes. Further, the language and framework provided by the DQP allowed the University of Massachusetts Lowell to develop, in conjunction with Middlesex Community College, a better understanding of what students should be able to do in quantitative literacy domains at the associate versus baccalaureate level, in order to facilitate transfer and articulation between these institutions.*



Impact of Using DQP for Transfer



Resources Related to Transfer

Transfer and articulation resources on DQP website: <http://degreeprofile.org/resourcekit/transferarticulation/>

Kinzie, J. (2014, March). *DQP Case Study: University System of Georgia – Georgia State University and Georgia Perimeter College*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment. http://degreeprofile.org/press_four/wp-content/uploads/2015/08/DQP-Case-Study-Georgia.pdf

Schuck, C., & Winger, M. (2014). *The DQP in practice at IUPUI and Ivy Tech*. <http://degreeprofile.org/example/the-dqp-in-practice-at-iupui-and-ivy-tech/>

Silva, A. (2014). *The DQP project at Kapi'olani Community College*. <http://degreeprofile.org/example/the-degree-qualifications-profile-project-at-kapiolanicommunity-college/>

Rhodes, T., Albertine, S., Brown, G., Ramaley, J., Dolinsky, R., & McCambly, H. (2016). *Collaboration for student transfer: A nationwide degree qualifications profile experiment*. Washington, DC: Association of American Colleges & Universities.

Humphreys, D., McCambly, H., & Ramaley, J. (2015). *The quality of a college degree: Toward new frameworks, evidence, and interventions*. Washington, DC: Association of American Colleges & Universities.

Jenkins, D., & Fink, J. (2015, January). *What we know about transfer*. New York, NY: CCRC. <http://ccrc.tc.columbia.edu/publications/what-we-know-about-transfer.html>

Western Interstate Commission for Higher Education. (2009). *Best practices in Statewide articulation and transfer systems: Research literature overview*. Retrieved from <http://www.wiche.edu/pub/14203>