

2012 Engineering Deans Institute (EDI)
Engineering: Transcending Boundaries
April 15 - 18, 2012
Kauai Marriott Resort & Beach Club
Kauai, Hawaii

Working with Community Colleges

Many colleges of engineering are seeing increased transfer of students from community colleges into their programs. Some states are mandating greatly enhanced ease of transfer and larger proportions of our underrepresented minorities are transfers. Yet, our institutional understanding of this increasingly important group of students is relatively poor. ASEE and NAE have recently undertaken a survey of various aspects of the transfer student body. We will learn some results of this survey, some best practices and other views of the transition from 2-year colleges to colleges of engineering.

Tuesday 17th April (9:30-11:00am)

Moderator: Jim Aylor, Dean of Engineering, University of Virginia

Panel Session Participants:

- Catherine Didion, Senior Program Officer, National Academy of Engineering - Report on NAE-ASEE community college survey.
- S. K. Ramesh, Dean of Engineering, Cal State Northridge.
- Eun-Woo Chang, Dean of Science, Engineering and Mathematics, Montgomery College, Rockville, Maryland.
- Dean Richard Schoephoerster, Dean of Engineering, University of Texas, El Paso.

Session Agenda:

- Brief introductions of the panel members and background for the Session – 5 minutes
- Presentation by each panel member – 12-15 minutes each
- Interactive Discussion, Panel Members and Audience – 30 minutes

Presentation Format: up to the speaker – podium and/or power point

Potential Panelist Themes:

- What does the NAE/ASEE report on transfer students in engineering colleges tell us about transfer student's success and demographics?
- Problems of collecting data on community college transfer students and coupling the student performance in the two institutions.
- Definitions for measuring progress of community college transfer students through the curriculum.
- Best practices in the transfer of students from community colleges to engineering programs.
- Best practices in articulation of lower division courses in engineering programs with community college programs.

- The impact and role of the Early College High School Initiative.
- Consequences of states mandating articulation between universities and community college programs.
- Best practices for programs designed for underrepresented minorities and women and importance to the overall demographics of the student body at colleges of engineering.
- The role of transfer students from community colleges in enhancing the pathways of students into the engineering profession.

Possible Additional Discussion Themes:

- Are community colleges transfer students becoming an increasingly important component of the freshman class in (some) engineering colleges and what are the reasons: e.g.: lower cost of lower division courses at community colleges;
- How are engineering colleges adapting to increasing numbers of community college students? e.g. are engineering colleges or their universities adding additional remedial courses, or enhancing bridge programs to facilitate the transfer of students?
- Are engineering colleges participating in cooperative programing with local community colleges?
- Are engineering colleges seeing diversion of potential students into community colleges through enhanced emphasis of states on vocational technician training?
- How is the performance of engineering colleges measured by their institutions (US News, ASEE) relative to retention and graduation rates, affected by their transfer student body – or are these students ignored in these assessments?
- How should definitions for transfer students be modified to make them more readily counted in the over performance assessment of colleges of engineering relative to retention and graduation?
- Mechanisms for successful transfer of community college students with calculus-light associates degrees.