

Bridges or Barriers? How Interactions Between Individuals and Institutions Condition Community College Transfer

CODING GUIDE

Presence/Absence Of: Remember, we are coding for the presence or absence of a particular condition.

We will code these as **0** (indicates Absence), **1** (indicates Weak/Moderate Presence), and **2** (indicates Strong Presence).

Be sure to add evidence for each category, regardless of coding, and try to include at least one quote, especially for everything you mark as “present.” Feel free to add quotes for “absences” whenever possible, but we understand that might be harder to find all the time. You should still add a brief explanation.

Categories/Conditions

1. **Strong Social/Cultural Capital:**

- a. **Strong Traditional Social Capital:** Student has access to and uses personal or family networks and social capital embedded therein for access to concrete or specific information or assistance with the transfer application process.
 - i. Typically, these “assisters” should have a college degree or have navigated the process before. We acknowledge that students from all groups are trying to use their networks to get information and achieve transfer, but due to widening and historic inequalities, these students are differentially positioned socially, and as a result have disparate outcomes despite their attempts to use social capital in similar ways.
 - ii. Do not code here for “general” family support (see below). Only support that directly aides in the transfer process.
- b. **Strong General Family Support:** This includes other forms of family support (i.e., to what extent did they feel validated by families? Did they provide a lot of in kind supports?)
 - i. Again, we need some variation here, so not all students should be coded as “strong” if they just happen to have some family support. It is a qualitative assessment of how strong that family support was. Was it essential for the student to pursue studies? (e.g., child care, lodging, etc. Did the student describe it as particularly motivating/encouraging?)

2. **Strong Transfer Capital**

- a. **Strong Academic Advising Support from the Community College Institution:** Based on your assessment of the CC Supports category in the memo, how solid was the student’s access to information. Did they have the information they needed to transfer FROM the institution? If they had a bad experience at school but found outside help, this should still be coded as Weak, not Strong. (They might have transferred successfully without strong support from the institution).

They may have had one or two cases of “bad” experiences, but if they overall found the advising helpful and seemed to be on the right track, we’d still say “strong”. Note whether they met regularly with an adviser and spoke to them regarding transfer, and whether they found them to be helpful.

- b. Strong, Positive Experiences with Faculty at Community College:** Did students perceive that faculty at CC cared about their success, provided them with information, encouraged them to participate in an activity, collaborated with faculty, received mentoring re: transfer or academics from faculty.
- c. Strong Informational/Advising Support from Four-Year Institutions:** Did the student have positive, informative interactions with staff or faculty at the four-year institution as they navigated transfer requirements, applications, etc. or things like visiting the admissions office at a four-year, speaking to academic counselors at the four-year, or visiting the campus at the four-year are evidence that they are getting info from four-year. (This is an adaptation of Moser’s Perceptions of Transfer Process: visits category)
- d. Strong Transfer Supports at Community College:** Not including individual advising sessions (see above). Did the student participate in any transfer events, transfer fairs, transfer academies, meet with representatives tabling at the community college, go on organized visits to a four-year campus, visit a transfer center on community college campus, etc.

Together, these can help us get at how non-institutional supports might counteract lack of institutional supports, or vice versa. Goal is to understand how students’ connections to the institution guide them in the transfer process – what institutional conditions lead to success in transferring.