

Plenary Session

STEM Pathways: Building Partnerships Between 2-Year and 4-Year Institutions

Speaker and Moderator: Xueli Wang, University of Wisconsin - Madison

Panelists: Kent Phillippe, AACCC & Andréa Rodriguez, USU & APLU

Panel Introductions

Andréa Rodriguez, USU & APLU

Kent Phillippe, AACCC

Xueli Wang, UW-Madison

A prominent national policy & societal issue

Transfer aspiration-attainment gap

- 80% vs. 25% overall
- 77.9% vs. 10.2% in STEM

**TRANSFER AS AN ISSUE OF
MOBILITY, OPPORTUNITY,
EQUITY, AND SOCIAL JUSTICE**

Equitable Transfer Pathways



Toward realizing equitable transfer pathways

Key learnings from "On My Own" book

1. STEM pathways embedded within inequities
2. The multiple facets of "on my own"
3. Centering equity at both structural and experiential levels (NOT "on top of")

Wang, X. (2020). *On my own: The challenge and promise of building equitable STEM transfer pathways*. Harvard Education Press.

STEM Transfer Pathways Embedded Within Inequities

ON MY OWN



Highly **individual approaches** to negotiating potential transfer path



Institutional side **largely missing**



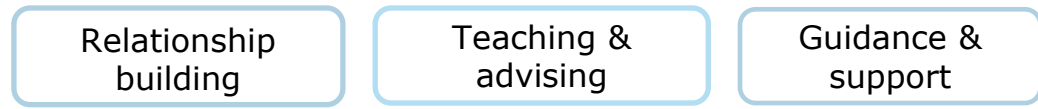
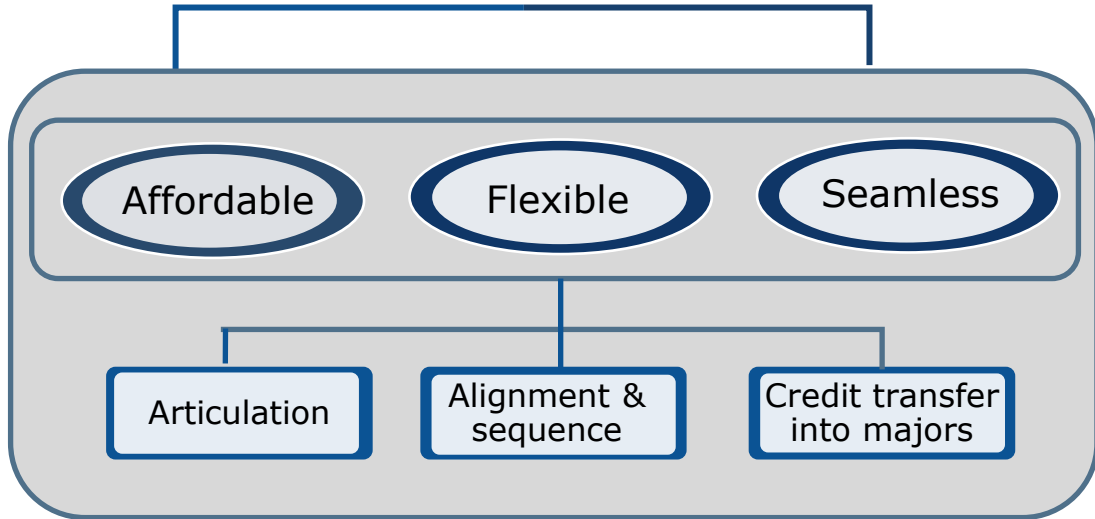
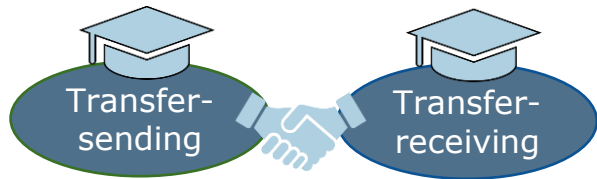
Supports are **incidental** and **unstructured**



Students harbor **doubts** and **uncertainties**



*The more "disadvantaged" students **persevere** to chart **their own success***



Equitable

Accessible

Three yellow chevrons point from the 'Equitable' and 'Accessible' text towards the central diagram.

Moderated Conversation

Guiding Question

How do we cultivate STEM pathways through equity-centered partnerships between 2-year and 4-year institutions?

Panel discussion prompt

How do we address or disrupt norms and power structures to ensure more equitable partnerships between 2-year and 4-year institutions?

Panel discussion prompt

What are effective approaches for developing or streamlining the logistics involved in building partnerships?

Panel discussion prompt

How do we define and support faculty roles in partnerships? How can we empower faculty involvement?

Panel discussion prompt

How do we ensure partnership efforts translate into equitable access, experiences, and outcomes for students navigating various transitions along STEM pathways?

Panel discussion prompt

What types of data are needed to assess partnership efforts? How can we share, use, and interrogate the data to improve our partnerships and student success?

Panel discussion prompt

How do we define success of these partnerships? What do equity-centered partnerships look like in action?