Main Source: (Transfer Credit Problem)

<http://login.ezproxy.lib.vt.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=154250709&scope=site>

This academic journal article, written by PhD in Education Policy and Planning Matt Giani, shows the problems students face when they are transferring colleges and wrote the article specifically to administration (to community colleges but can apply to universities as they encounter Vertical Transfer in addition) to transfer policy and practices. The journal shows real data on the negative implications of transfer students such as magnitude of transfer loss, size of transfer population, changes in the success of a degree after transfer, time and money loss, etc. The journal uses an abundant amount of conducted research to back up findings and justify the terminology used to describe transfer. In addition, this journal describes a solution and describes using real evidence the solution engaged on Laramie County Community College. Some of the positive effects of the Passport (solution to credit loss when transferring) has increased the eligibility for Pell awards. As this is the correct targeted audience for my project this source is perfect for analyzing. Let’s take a look at some reasons that hold this journal above others:

Rhetoric:

Due to the audience being Administratiors, there is a heavy use of Ethos/Logos and a lack of Pathos. This very important Constraint on the journal increases the Ethos and Logos as Pathos is used sparingly and only used in very specific situations. i.e. sympathy for students (in extreme moderation).

Ethos:

The Journal uses an abundant amount of surveys and a large research project to justify the explanations for the problem. In addition the Journalist writer has a PhD in Education Policy and Planning which further solidifies credibility for the journal.

Logos:

The Journal uses an abundant amount of percentages cited from research surveys and the research project. Since the research project is on the topic of the journal, many of the outcomes from that project are used to back up claims and provide concrete numbers.

Lack of Pathos:

This Journal has to use Pathos in extreme moderation due to the Administration being a more professional and formal eye. Pathos used in this document is commonly found as the magnitude of numbers. Using Pathos in this way retains formality and also retains credibility. Making jokes/puns, using descriptive language to promote deep sympathy, or the use of figurative language would take away from the credibility of a heavy logic/research dependent paper.

Exigence:

Due to being in the direct field working with students on the transfer process, the continued observation of the difference between aspiration to transfer and the reality of transfer has become evident. In the Journal’s introduction it states that 80% of students who start post-secondary education in community college plan to transfer. This sparked a motive to help better understand and recommend a solution to other administrative leaders.

Audience:

The audience stated by the Journal’s abstract is community college leaders as they are encountering the effect of vertical transfer for students. As vertical transfer is commonly done between community college and university (NOVA and VT for example) I believe that college leaders in Universities can be influenced by this journal.

Purpose:

In the abstract the Author states the negative effects of transfer for students including Credit loss, time loss, money loss, etc. Later on, interviews were conducted with students who participated in the Passport solution which had a common consensus of mitigating the problems mentioned before. Additionally interviews with Faculty shows that they think this solution brightens the view of transfer. The main purpose of this article is to both inform Administration of better transfer policies but also reduce the problems transfer students face.

Overall this source is perfect for the problem about transfer students because it acknowledges both sides of a very divided topic. Generally administration is for credit loss in the sense of credit acceptance, and generally students are against credit loss. As counter arguments may be necessary, this journal is perfect for providing a strong counter for the counterargument to solidify the argument against transfer credit loss. It provides a plentiful amount of Rhetoric and supports all its arguments with research findings.