



# UTRN

Urban Transfer Research Network





**Urban Transfer Research Network  
Different Approaches to Charting Transfer  
Student Pathways to the Baccalaureate:  
Examples from Two States**

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May 2008

Association for Institutional Research Forum

## The Urban Transfer Research Network

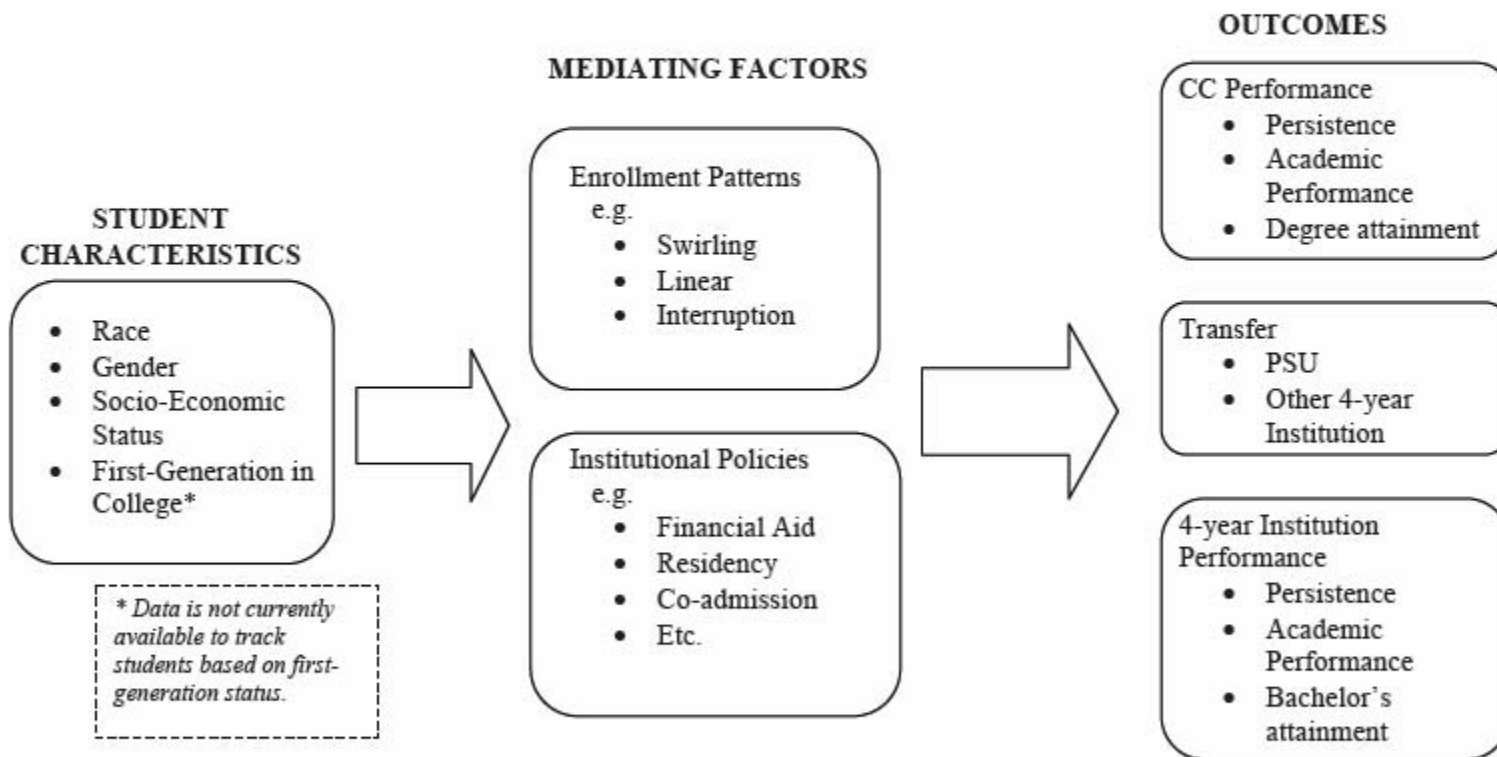
- A collaborative multi-institutional research project focused on low-income and minority students beginning their postsecondary careers at community colleges with the goal of attaining at least the Bachelor's degree.
- The purpose of the research is to chart the pathways and success of the target student populations and inform institutional policy and practice as it affects student transfer success.
- The goal of the project is to increase the community college transfer rate and success rate of students attaining the Bachelor's degree.
- By the end of the project, the number of urban regions involved will be expanded so as to eventually impact national Bachelor's degree attainment rates by low-income and minority students.

## Research Questions

- What are the pathways through higher education that lead to successful BA completion?
- How do transfer patterns and degree attainment rates of various sub-groups differ?
- What are the major contributors to discrepancies in attainment rates?
- What changes in current policy and practice or new policy and programs would increase BA attainment rates?

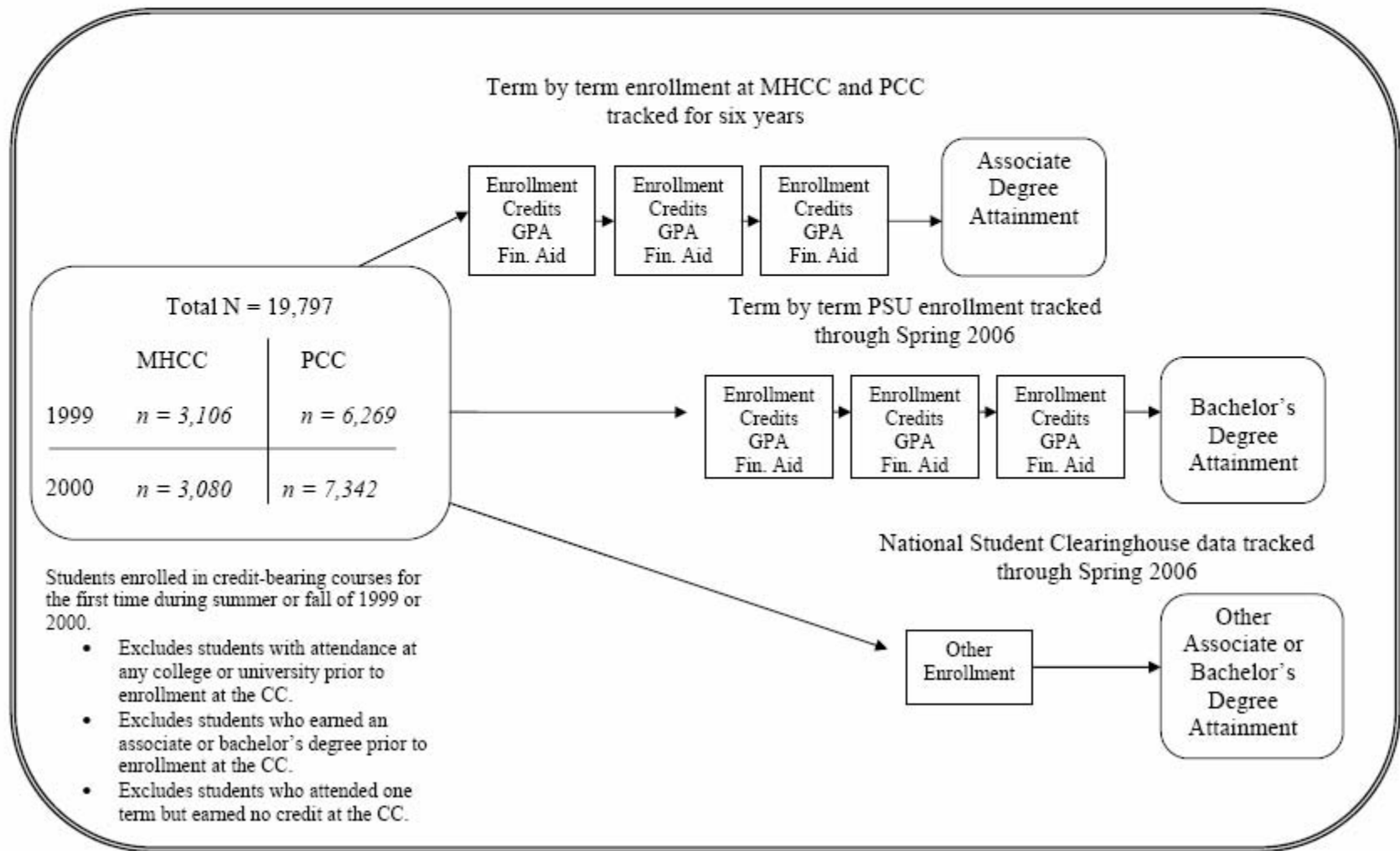
# Urban Transfer Research Network

## RESEARCH DESIGN – CONCEPTUAL MODEL

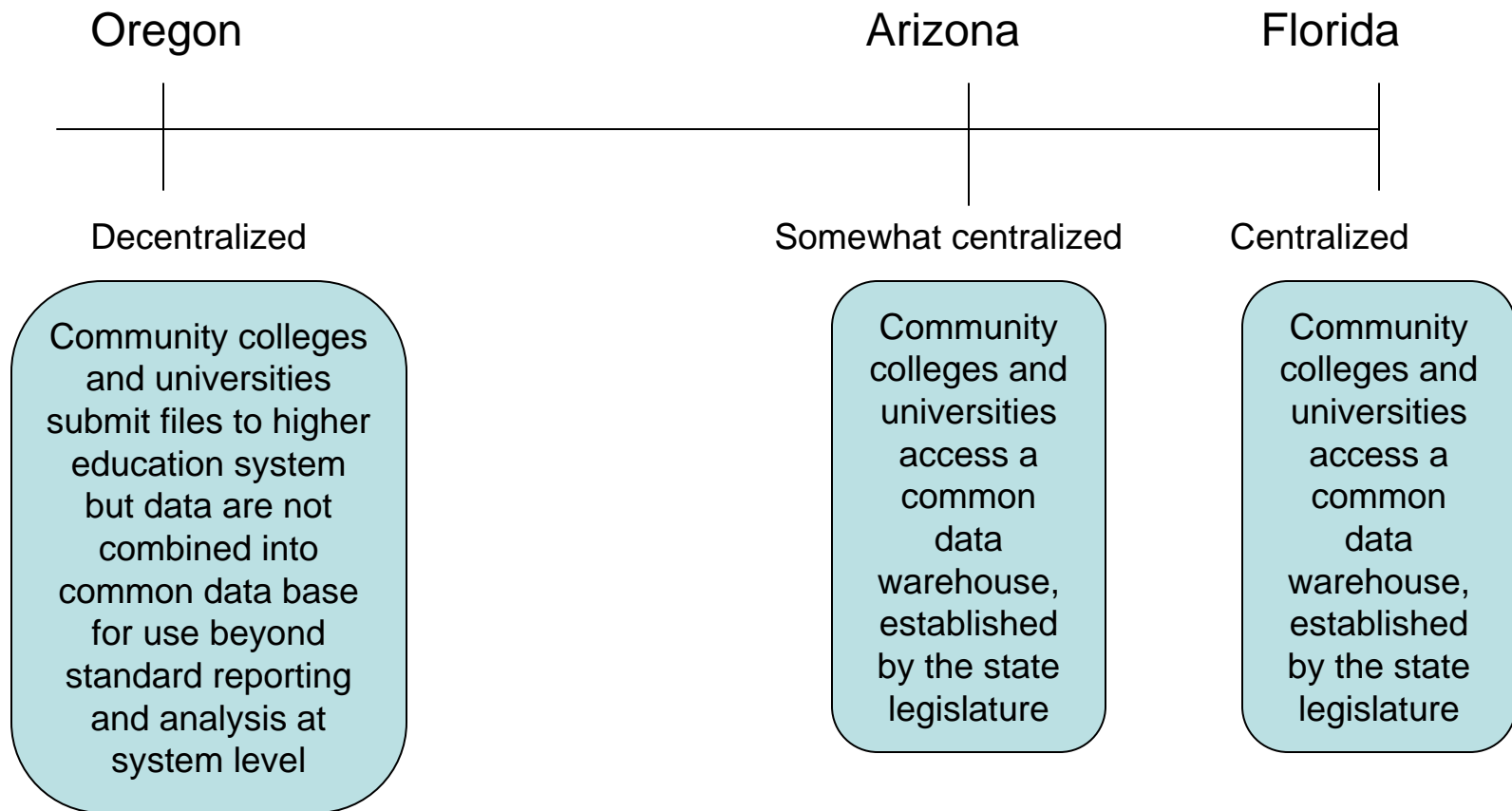


# Urban Transfer Research Network

## RESEARCH DESIGN – TECHNICAL MODEL



## Three Models for Data Sharing on Transfer Urban Transfer Research Network Participants



## Oregon Data Base

- Community colleges and universities have separate centralized reporting files that are submitted to higher education system offices; formats are not consistent
- Data are combined for accountability reporting at system level, but system offices are not staffed to support campus research needs
- Initiatives at state level headed toward common data warehouse
- For this project, metro area cc's and Portland State have developed a shared data base to conduct student tracking
- Process is time consuming and requires secure FTP among institutions
- UTRN data committee meets frequently to ensure consistency

## Arizona Data Base

<http://www.asu.edu/assist/>

- The Arizona State System for Information on Student Transfer (ASSIST) contains information on students attending Arizona's three public universities and ten public community college districts.
- Information is made available to participating institutions through a statewide data warehouse.
- The Arizona State Legislature appropriated resources to build the data warehouse over three years starting July 1, 1998; community colleges and universities match resources.
- The Academic Program Articulation Steering Committee (APASC) has oversight of ASSIST; Arizona State University is the ASSIST project leader.
- ASSIST data are submitted annually to ASU.
- Researchers who are employees of a participating institution and approved by the institutional ASSIST Steering Committee representative may have access to data.
- Student identifiers are protected and not made available.

## Florida Data Base

<http://edwapp.doe.state.fl.us/>

- The mission of the Florida K-20 Education Data Warehouse (EDW) is to provide stakeholders in public education- including, but not limited to, administrators, educators, parents, students, state leadership, and professional organizations with the capability of receiving timely, efficient, consistent responses to inquiries into Florida's kindergarten through university education.
- Provides capabilities to track students over time and across delivery systems.
- Provides capabilities to perform trend analyses.
- Allows business users to run their own queries against summarized data in a timely, efficient manner.
- Provides decision-makers with tools and information necessary to make informed, fact-based decisions about education.

## Oregon Model

- Long-standing relationships among public higher education institutions in metro area allow for collaborative approach and data sharing
- UTRN Data Committee identified cohorts and common data definitions
- Research plan developed by Data and Policy Committees
- Secure FTP established
- Process is time-consuming, some data key to project are not available (first generation, income status)
- Recommendation to establish common data warehouse at state level, with access for researchers and decision-makers
- Proof of concept approved to link community college, university, and K-12 data warehouses together during 2008-2010 biennium, similar to Arizona approach
- Recommendation to collect first generation/income status consistently between community colleges and universities

**Search**

Charge to Advisory  
Committees

Oregon Research

- ▶ UTRN Workplan
- ▶ Data Advisory Committee
- ▶ Policy Advisory Committee
- ▶ Meeting Details
- ▶ Research Highlights
  - Research Design and Data
  - Preliminary Analyses
  - Research Briefs
  - What's New?

Florida Research

Arizona Research

# UTRN Urban Transfer Research Network

## Research Design and Data

The following provide information on the research design and data definitions at the UTRN Oregon site.

### Research Models

[Conceptual Model](#)

[Retrospective Tracking Conceptual Model](#)

[Technical Model](#)

### Data Elements

[Variables of Interest](#)

[Data List](#)

[Cohort Definition Revision, November 2006](#)



### Policy Analysis

[Policy Description Template](#)

[Policy Framework with Data Elements](#)

### Coding Schema

[Enrollment Pattern Coding Scheme](#)

[Additional Enrollment Pattern Coding Scheme](#)

[Swirling Enrollment Pattern Advanced Coding Scheme](#)

[Bachelor's Degree Recipients' Primary Major Coding Scheme](#)

LUMINA URBAN TRANSFER RESEARCH NETWORK  
 MHCC, PCC and Chemeketa CC First Time Students\*

**Student Cohort Demographic Characteristics**

<i>Ethnicity</i>	<i>N</i>	<i>MHCC</i>		<i>PCC</i>		<i>Chemeketa CC</i>	
		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
African American/Non-Hispanic	743	136	2.2%	553	4.1%	54	0.8%
American Indian/Native American	328	71	1.1%	170	1.2%	87	1.3%
Asian/Pacific Islander	1743	409	6.6%	1038	7.6%	296	4.5%
Caucasian/Non-Hispanic	19064	4979	80.5%	9208	67.7%	4877	74.5%
Hispanic	1519	267	4.3%	686	5.0%	566	8.6%
International Student	281	35	0.6%	227	1.7%	19	0.3%
Unknown**	2664	289	4.7%	1729	12.7%	646	9.9%
<i>Gender</i>							
Female	13464	3367	54.4%	6559	48.2%	3538	54.1%
Male	12598	2812	45.5%	6779	49.8%	3007	45.9%
Unknown**	280	7	0.1%	273	2.0%		
<b>Total</b>	<b>26342</b>	<b>6186</b>		<b>13611</b>		<b>6545</b>	

\*Students who enrolled for at least one credit for the first time at MHCC, PCC or Chemeketa CC in either Fall or Summer of 1999 or 2000

\*\* Students were not asked or did not provide their gender or ethnicity.

Lumina Urban Transfer Research Network  
MHCC and PCC First Time Students\*

Student Enrollment Patterns by Ethnicity and Institution

MHCC	N	Home CC only		Linear***		Swirl****		Undetermined*****	
		n	%	n	%	n	%	n	%
African American/Non-Hispanic	136	93	68.4%	6	4.4%	36	26.5%	1	0.7%
American Indian/Native American	71	55	77.5%	4	5.6%	12	16.9%		0.0%
Asian/Pacific Islander	409	269	65.8%	42	10.3%	98	24.0%		0.0%
Caucasian/Non-Hispanic	4979	3844	77.2%	303	6.1%	831	16.7%	1	0.0%
Foreign Student	35	21	60.0%	4	11.4%	10	28.6%		0.0%
Hispanic	267	204	76.4%	17	6.4%	46	17.2%		0.0%
Unknown**	289	244	84.4%	22	7.6%	23	8.0%		0.0%
<i>Subtotal</i>	<i>6186</i>	<i>4730</i>	<i>76.5%</i>	<i>398</i>	<i>6.4%</i>	<i>1056</i>	<i>17.1%</i>	<i>2</i>	<i>0.0%</i>
<b>PCC</b>									
African American/Non-Hispanic	553	486	87.9%	23	4.2%	44	8.0%		0.0%
American Indian/Native American	170	139	81.8%	13	7.6%	18	10.6%		0.0%
Asian/Pacific Islander	1038	842	81.1%	81	7.8%	115	11.1%		0.0%
Caucasian/Non-Hispanic	9208	7828	85.0%	490	5.3%	884	9.6%	6	0.1%
Foreign Student	227	177	78.0%	14	6.2%	34	15.0%	2	0.9%
Hispanic	686	597	87.0%	35	5.1%	54	7.9%		0.0%
Not Asked	1729	1493	86.4%	88	5.1%	147	8.5%	1	0.1%
<i>Subtotal</i>	<i>13611</i>	<i>11562</i>	<i>84.9%</i>	<i>744</i>	<i>5.5%</i>	<i>1296</i>	<i>9.5%</i>	<i>9</i>	<i>0.1%</i>
<b>Total</b>	<b>19797</b>	<b>16292</b>	<b>82.3%</b>	<b>1142</b>	<b>93.1%</b>	<b>2352</b>	<b>208.4%</b>	<b>11</b>	<b>1.8%</b>

\*Students who enrolled for at least one credit for the first time at MHCC or PCC in either Fall or Summer of 1999 or 2000

\*\*Students who were not asked or did not provide their ethnicity

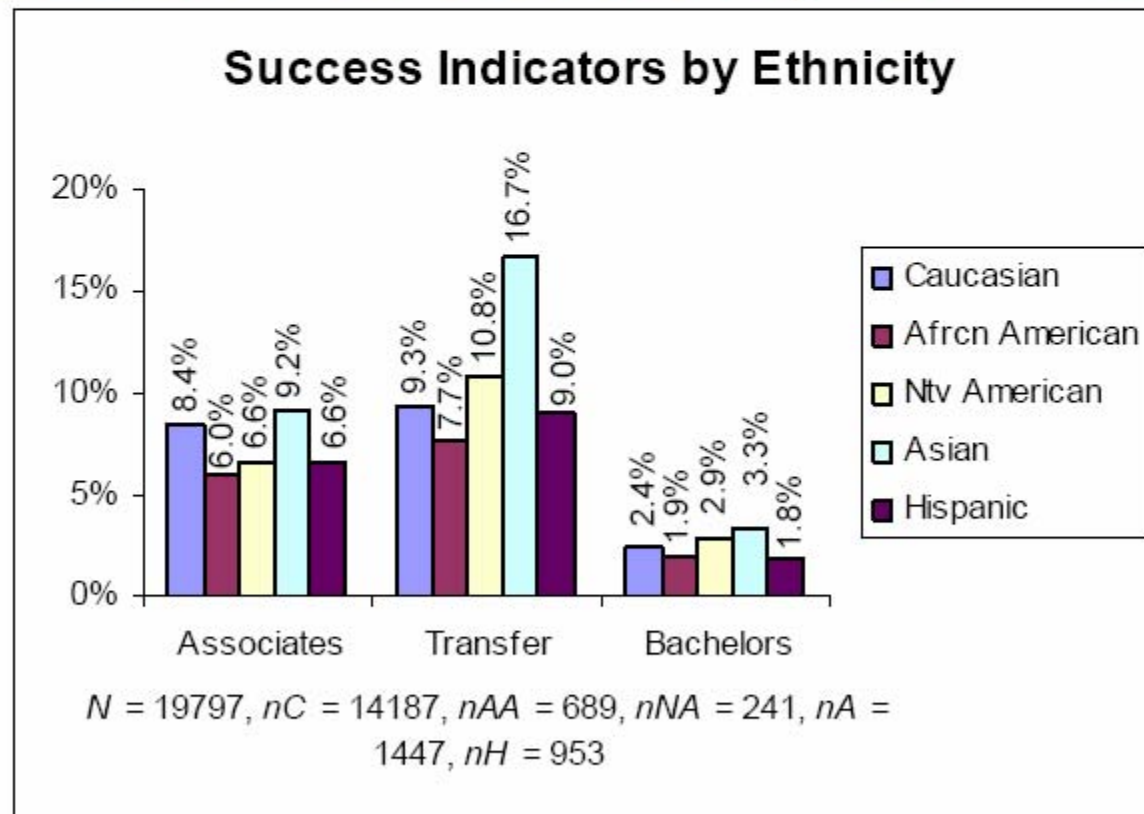
\*\*\*Students who proceeded from their home CC to PSU and did not return.

\*\*\*\*Students who attended more than one institution in a given term, moved from CC to PSU and back, or attended more than one metro CC.

\*\*\*\*\*Pathway is undefined at this point.

Note: These data include enrollment information from MHCC, PCC, PSU, and other metro community colleges. Student enrollment at other institutions is not reflected here.

## Student Outcomes by Ethnicity



# Urban Transfer Research Network

CONTACT US | SITEMAP

- About the Grant
- Project Leaders
- Research
- Preliminary Reports
- Presentations
- Project Meetings
- News and Updates
- Resources

## Research

Charge to Advisory Committees

Oregon Research

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Florida Research  
Arizona Research



## Research Briefs

UTRN researchers in Oregon produce research briefs on a periodic basis. These include updates in research design and data collection as well as highlights from preliminary analyses. In addition, the briefs describe next steps in the process and current areas of interest.

- [Profile of Transfer Student Degree Attainment, September 2007](#)
- [Profile of Associate Degree Recipients, September 2007](#)
- [Profile of Student Transfer to 4-Year Institutions, September 2007](#)
- [Profile of Majors of Bachelor's Degree Recipients, September 2007](#)
- [Research Update, March 2007](#)
- [Research Update, February 2007](#)
- [Summary of Data, October 2006](#)
- [Summary of Findings, October 2006](#)



## Changing Context for Transfer in Florida & Tampa Bay

- Transfer Policy History
  - 2+ 2 statewide articulation agreements since 1970's
  - Common Course Numbering system since 1970's
- Current Situation (housing collapse = budget cuts)
- Budget
  - 2007 Florida Legislature's budget = \$7 billion less than 2006
  - University system ( $n=11$ ): \$130 million cut in 2007-08
  - USF: \$36 million cut in 2007-08; probably \$52 million 2007-'09
- Demographics
  - 2007 headcount enrollment, all campuses = 45,244
  - 7-year % increase in undergrads (undup. headcount) = +36%
  - Tampa Bay area population growth: +13% Hillsborough County
  - 2000-05

## New Changes in USF Transfer Policies

- Major result of economic downturn are targeted cuts, including an Enrollment Reduction Plan over a 3-year period, resulting in:
  - new plan to keep freshmen enrollment at this year's (2007-08) levels,
  - reduce transfer student enrollment,
  - modestly increase graduate enrollment, and
  - increase undergraduate enrollment at the regional campuses.

# Transfer 2008 and beyond . . .

## Changes in 2+2 Articulation Agreement at the University of South Florida

Credits earned at time of transfer	Transfer Student Admissions Requirements			
	Current (2007)	Fall 2008 (main campus)	Su 2009	SU 2010
60+ w/AA degree <sup>2, 3, 4</sup>	2.3 min GPA	GPA requirements for intended major must be met <sup>1</sup> , typically between 2.5 and 3.0 GPA		
60+ hours without AA degree	2.5 min. GPA	2.5 GPA min.	2.75 min. GPA	3.0 min. GPA
36-59	2.5	3.0 min. GPA		
0-35	2.5	Deny		

<sup>1</sup> GPA requirements in various majors are as follows: 2.5 GPA for Athletic Training, Business, Communications, Education, & Engineering. 2.75 GPA for Mass Communications. 3.0 GPA for Architecture and Liberal Studies. 2.5 GPA for A.S. in Nursing and 3.0 GPA for A.A. in Nursing.

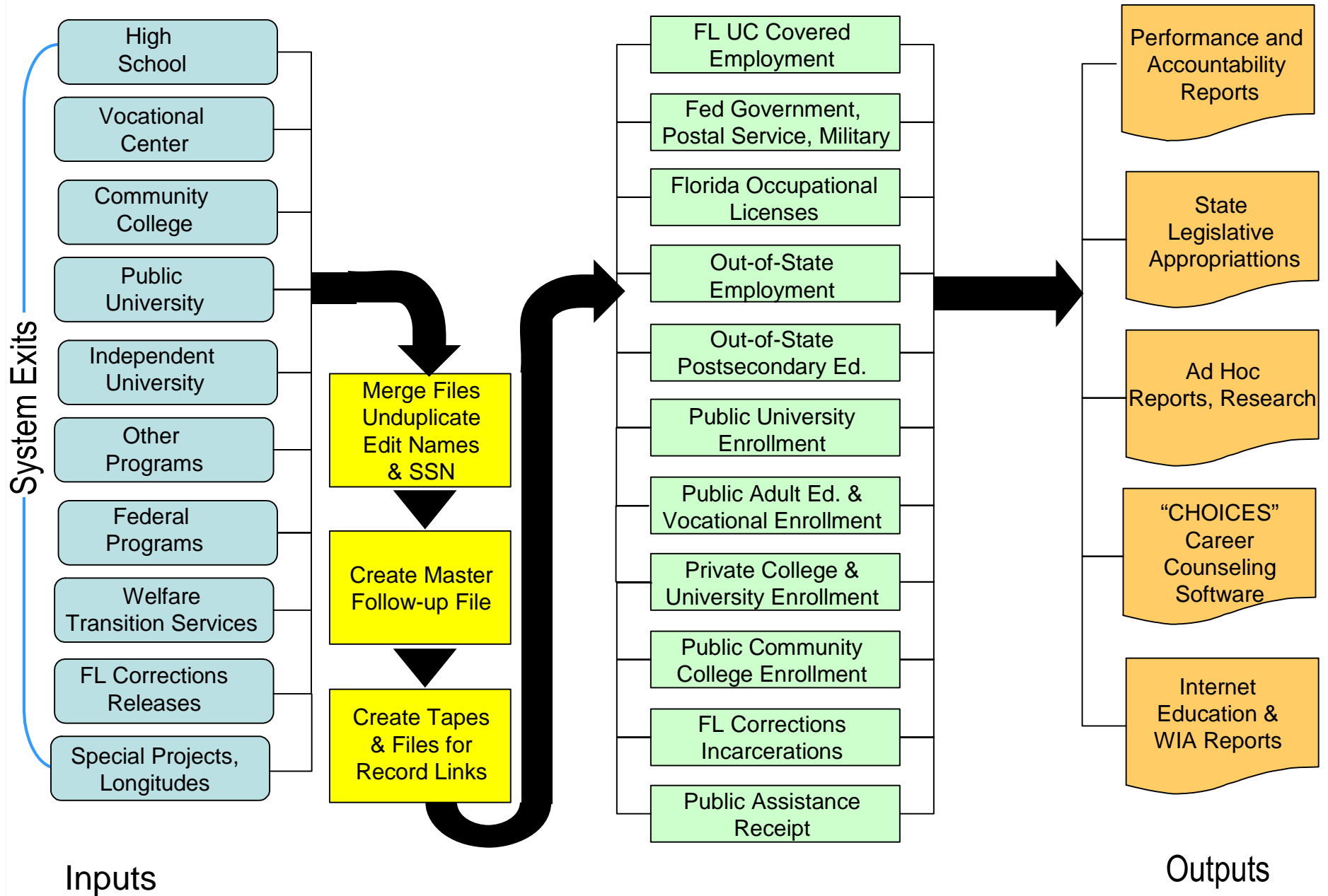
<sup>2</sup> FL c.c. grads with an AA degree receive priority consideration.

<sup>3</sup> FL cc grads with an AS degree need to talk to a transfer counselor.

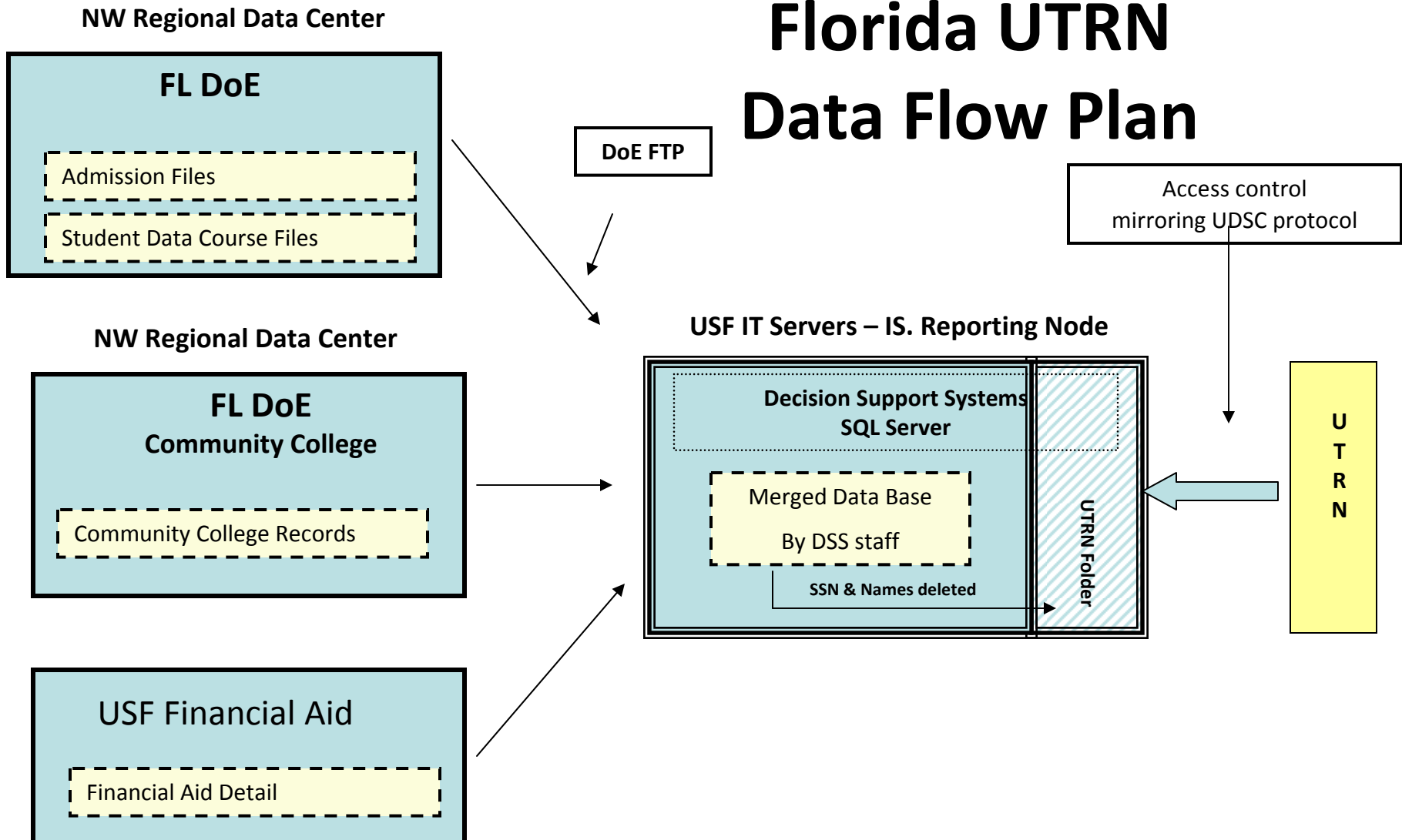
<sup>4</sup> CC grads from outside Florida are evaluated on a course-by-course basis.

July,  
2005

# Florida Education and Training Placement Information Program (FETPIP) Annual Collection Cycle



## Florida UTRN Data Flow Plan



## Research Benefits

- **Longitudinal Database**
- Longitudinal database beginning in 1995 (and sometimes earlier)
- **Comprehensive Database**
- Database includes education, training & labor variables
- **Better Data**
- Community College Data Dictionary Common definitions1:
  - [http://www.fl DOE.org/arm/cctcmis/pubs/ccdictionary/dictionary\\_main.asp](http://www.fl DOE.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp)
- SUS Data Dictionary Common Definitions1:
  - <http://www.boghome.org/DataDict/>
    - NOTE: CC and SUS Data Dictionary elements not necessarily the same.
- **Most Important: Plethora of Data—Quickly!**

## Research Hindrances

### ■ Time

- Almost 2 years from initial request to receipt of data (including a 9-month institutional delay)
- Conversations with FLDOE began via e-mail May 19, 2006, with first data request & continued through March 2008.

### ■ Effort

- 8 FLDOE staff involved
- 4 USF staff involved
- 6 separate FLDOE forms completed, signed & filed between 2006 and 2008 (research request forms, modifications to research request forms, and security and access forms)
- Approximately 55 e-mails back and forth with FLDOE on status of data request (5/06 – 4/08)

### ■ Restrictions

- Requirement that "Prior to publication/release, requester will provide any documents generated as a result of using data received from the IEDS to the FDOE for review and verification that the intended purpose has been adhered to . . . "

(FLDOE, Integrated Education Data Systems, Security and Access Policy and Procedures, revised May 31, 2007)



## Results!

Year	Undup Headcount <sup>1</sup>	Transfer to USF	% of original cohort	Transfer to SUS <sup>2</sup>	% of original cohort	USF BA/BS	% of original cohort	SUS <sup>2</sup> BA/BS	% of original cohort
1999	11,811	1,695	14.4%	2,256	19.1%	902	7.6%	1279	10.8%
2000	11,176	1510	13.5%	2023	18.1%	686	6.1%	984	8.8%
2001	11,110	1315	11.8%	1746	15.7%	446	4.0%	652	5.9%
2002	12,010	1170	9.7%	1582	13.2%	308	2.6%	426	3.5%
2003	13,664	1014	7.4%	1378	10.1%	209	1.5%	295	2.2%
2004	14,002	749	5.3%	1230	8.8%	133	0.9%	228	1.6%
2005	13,434	505	3.8%	963	7.2%	65	0.5%	123	0.9%

<sup>1</sup> Unduplicated headcount. Students who enrolled for the first time at Hillsborough CC, St. Petersburg College or Polk CC in Summer or Fall of cohort year.

<sup>2</sup> Includes USF

# UTRN Urban Transfer Research Network

And more results...

Year	Undup Headcount <sup>1</sup>	Transfer to USF	% of original cohort	Transfer to SUS <sup>2</sup>	% of original cohort	USF BA/BS	% of original cohort	SUS <sup>2</sup> BA/BS	% of original cohort
<b>1999</b>									
Asian	414	105	25.4%	132	31.9%	57	13.8%	75	18.1%
Black	1,618	238	14.7%	319	19.7%	102	6.3%	145	9.0%
Hispanic	1,126	178	15.8%	209	18.6%	96	8.5%	112	9.9%
Native Amer.	70	5	7.1%	5	7.1%	3	4.3%	3	4.3%
White	8,583	1,169	13.6%	1,591	18.5%	644	7.5%	944	11.0%
<b>2000</b>									
Asian	360	95	26.4%	113	31.4%	46	12.8%	61	16.9%
Black	1,578	185	11.7%	253	16.0%	66	4.2%	96	6.1%
Hispanic	1,209	186	15.4%	217	17.9%	82	6.8%	102	8.4%
Native Amer.	73	8	11.0%	9	12.3%	4	5.5%	4	5.5%
White	7,956	1,036	13.0%	1,431	18.0%	488	6.1%	721	9.1%
<b>2001</b>									
Asian	370	83	22.4%	99	26.8%	19	5.1%	26	7.0%
Black	1,711	193	11.3%	260	15.2%	61	3.6%	84	4.9%
Hispanic	1,235	158	12.8%	193	15.6%	49	4.0%	58	4.7%
Native Amer.	73	7	9.6%	9	12.3%	2	2.7%	3	4.1%
White	7,721	874	11.3%	1,185	15.3%	315	4.1%	481	6.2%
<b>2002</b>									
Asian	401	70	17.5%	84	20.9%	12	3.0%	18	4.5%
Black	1,994	177	8.9%	244	12.2%	52	2.6%	68	3.4%
Hispanic	1,368	140	10.2%	181	13.2%	38	2.8%	45	3.3%
Native Amer.	69	1	1.4%	1	1.4%	1	1.4%	1	1.4%
White	8,178	782	9.6%	1,072	13.1%	205	2.5%	294	3.6%
<b>2003</b>									
Asian	415	48	11.6%	58	14.0%	9	2.2%	11	2.7%
Black	2,192	166	7.6%	213	9.7%	38	1.7%	47	2.1%
Hispanic	1,594	116	7.3%	143	9.0%	32	2.0%	40	2.5%
Native Amer.	67	2	3.0%	9	13.4%	1	1.5%	3	4.5%
White	9,396	682	7.3%	955	10.2%	129	1.4%	194	2.1%

The Urban Transfer Research Network  
AIR Conference 2008

## And more . . .

Highest Award/Degree earned at community college	Undup Head Count	%	No Florida SUS enroll	%	Enrolled in a Florida university	%	Graduated BA/BS	%
<b>No formal</b>	10,647	90.1%	8,910	93.2%	1,737	77.0%	936	73.2%
<b>AA</b>	663	5.6%	207	2.2%	456	20.2%	309	24.2%
<b>AS</b>	185	1.6%	166	1.7%	19	0.8%	5	0.4%
<b>PSVC- AS Cert</b>	217	1.8%	183	1.9%	34	1.5%	29	2.3%
<b>PAVC- Voc Cert</b>	23	0.2%	21	0.2%	2	0.1%	0	0.0%
<b>ATD-Appl Tech Dipl</b>	17	0.1%	15	0.2%	2	0.1%	0	0.0%
<b>AAS- AS Appl Sci</b>	56	0.5%	50	0.5%	6	0.3%	0	0.0%
<b>BA or BS (4-year)</b>	3	0.0%	3	0.0%	0	0.0%	0	0.0%
<b>Total</b>	11,811	100%	9,555	100%	2,256	100%	1,279	100%

<sup>1</sup> Includes those who earned 60+ semester credit hours but not an Associate's degree.

## Implications for Policy on UTRN Research Results

- Retrospective data back to 1999 through 2006 provides solid information with which to benchmark new changes & restrictions on transfer.
- Data is available to all UTRN partners—3 community colleges & USF
- Policy Advisory Committee, composed of high-level administrators at each institution, will be able to review the data in light of the new policies--and can also request additional analyses.

## Recommendations for using centralized databases

- Make sure that the state's longitudinal or linked data doesn't contain historical disruptions that would impact your particular analysis.
- See if the state agency is willing to assign one staff person as your particular contact person through both the approval and data retrieval and analysis processes. (NOTE: NCES does this.)
- Verify the data dictionaries that all parties are using (community college *and* university systems)
- Anticipate the need to demonstrate secure environments (even if they are the usual college or university channels)
- Secure back-up support on your campus or elsewhere that can help you navigate the system—both technical and political support.
- If working on a project involving community partners or other colleges, ensure that you have 100% commitment from each site (. . . this includes more than "good intentions").



<http://www.pdx.edu/utrn/research.html>