



UTRN

Urban Transfer Research Network



Summary of Findings July 2009

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About the Project

- The Urban Transfer Research Network is a collaborative multi-institutional research project focused on underrepresented students who begin their postsecondary careers at community colleges and have a goal of attaining at least the Bachelor's degree.
- By the end of the project, the network will include urban regions from across the U.S. in order to have a broad impact on Bachelor's degree attainment rates by underrepresented students.

Project Participation

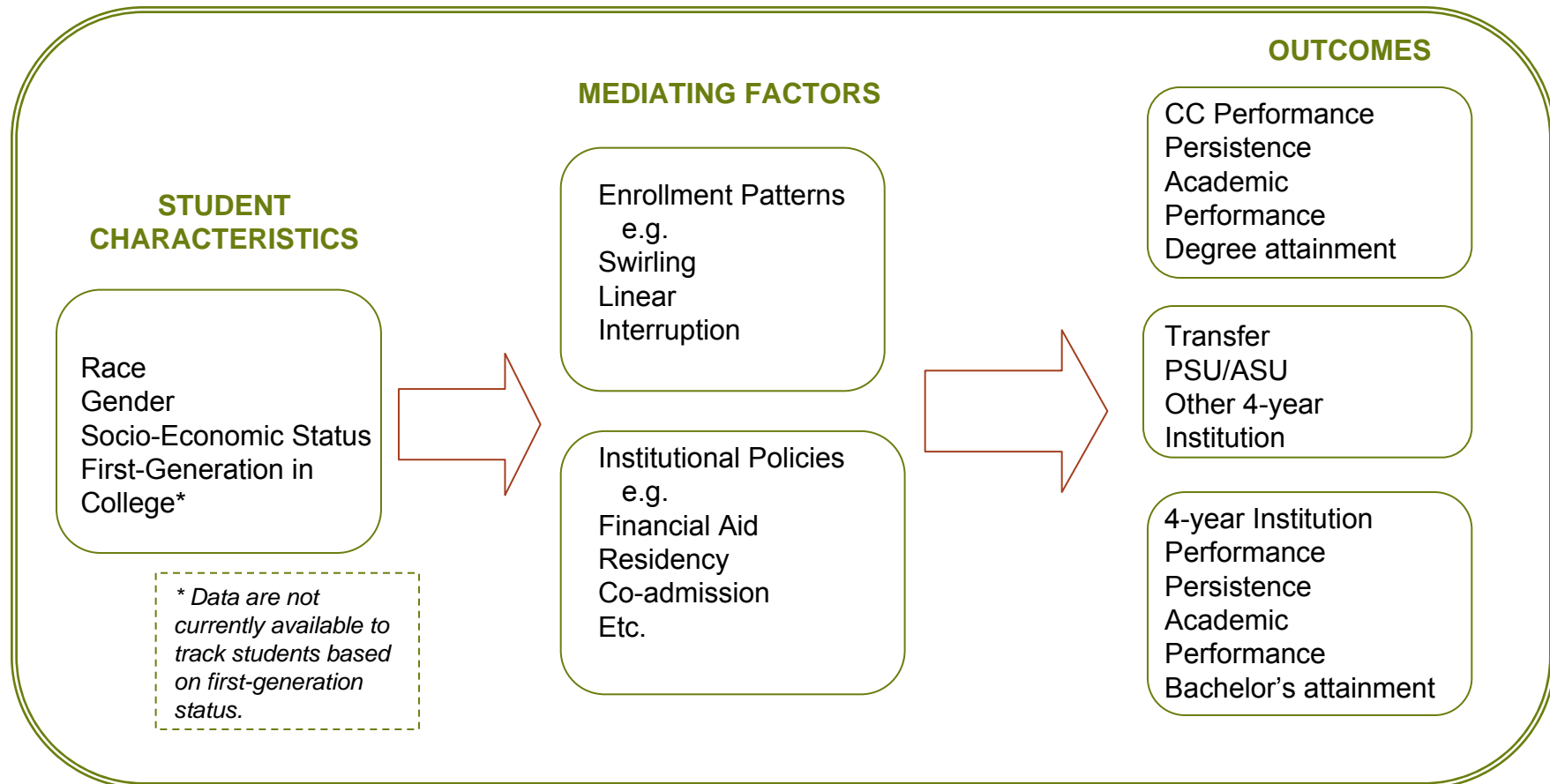
- Current project partners
 - Portland State University and local-area community colleges (Portland, Mt. Hood, Clackamas, Chemeketa)
 - Arizona State University and Maricopa Community College District

- Potential partners expressing an interest in joining the network
 - University of Washington-Tacoma and local-area community colleges
 - Wichita State University
 - Sinclair Community College

Research Questions

- What pathways from community college through university lead to or hinder successful baccalaureate completion?
- How do transfer and degree attainment rates of various sub-groups differ?
- What are the major contributors to discrepancies in attainment rates?
- How are the patterns similar or different across research sites, and how do state, regional or institutional policy contexts contribute to those differences?

Research Design



Context

Portland, OR

- Cooperative data sharing among institutions
- 4 independent community colleges in the metro area
- Co-admissions, program articulation

Tempe, AZ

- Coordinated data system for state universities & colleges
- 10 colleges, 2 skill centers, & education centers in one system
- Elaborate articulation agreements with public/private colleges and universities

Cohort Definition

Students enrolled in credit-bearing CC courses for the first time during summer or fall of 1999 or 2000 (Portland) or 2000, 2001, or 2002 (Tempe) who:

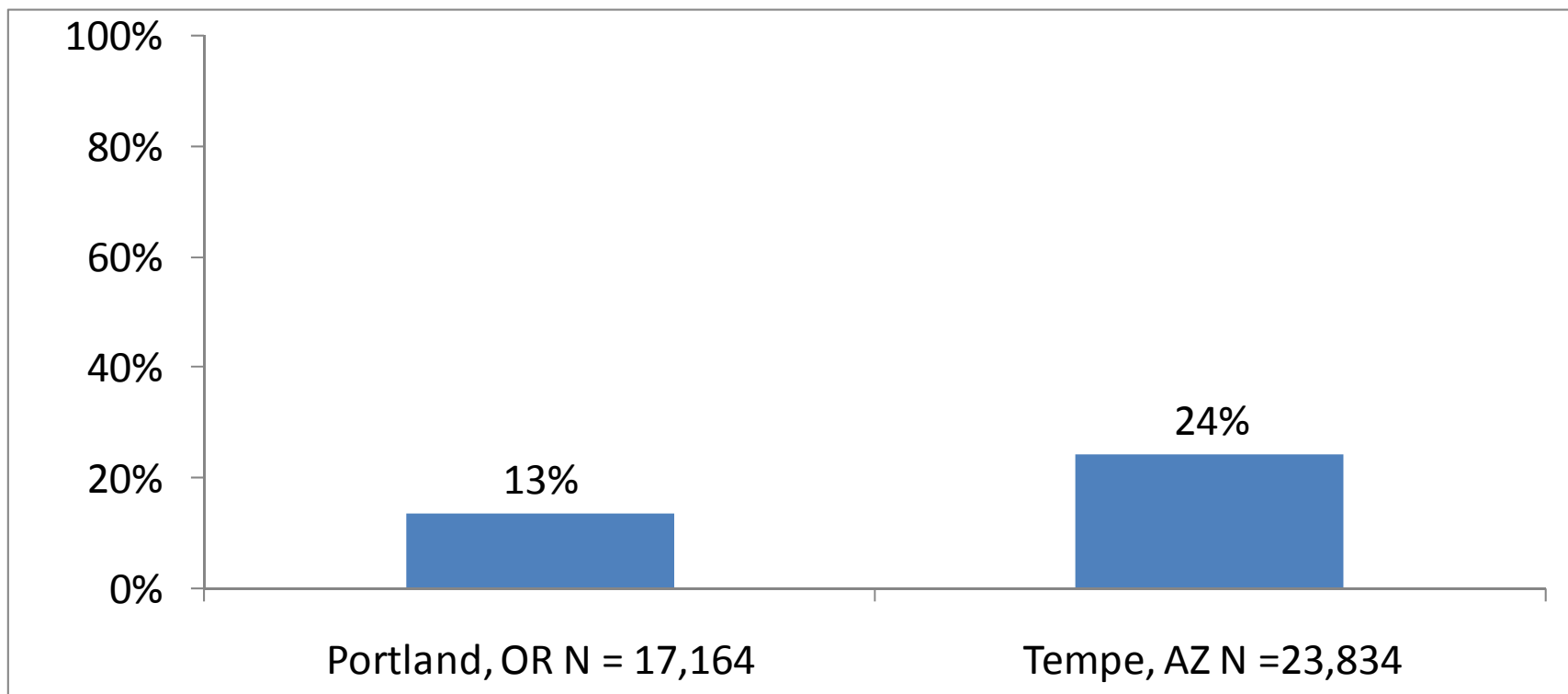
Portland, OR

- Attended for more than one term AND
- Earned 3+ lower division college credits during the first year at the community college OR expressed intent to transfer OR were under 20 years of age.
- $N = 17,164$

Tempe, AZ

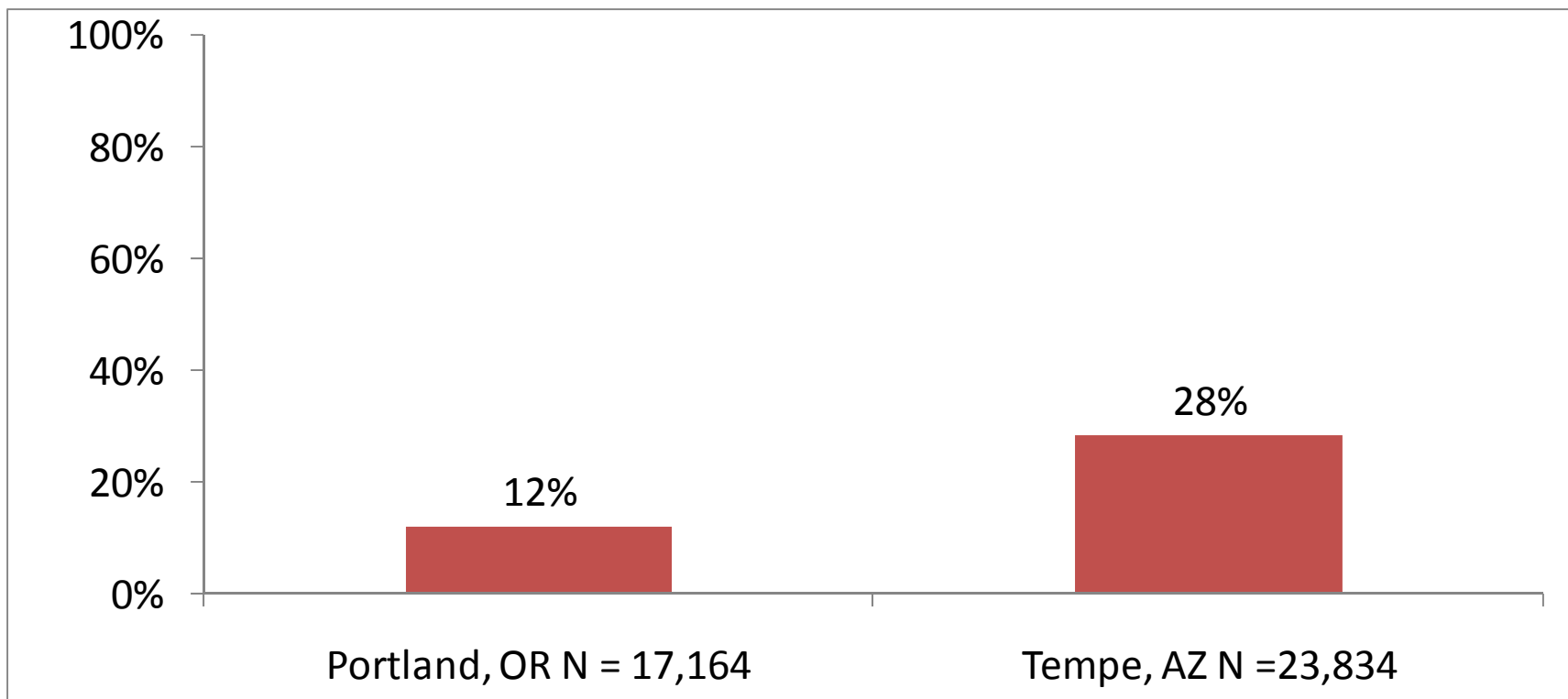
- Earned at least 12 credits within 3 years
- Intent to transfer
 - Indicated intent to transfer OR Enrolled in transfer courses
 - AND enrolled in 1 AGEC or core course
- $N = 23,834$

Overall Attainment: Associate Degree Completion



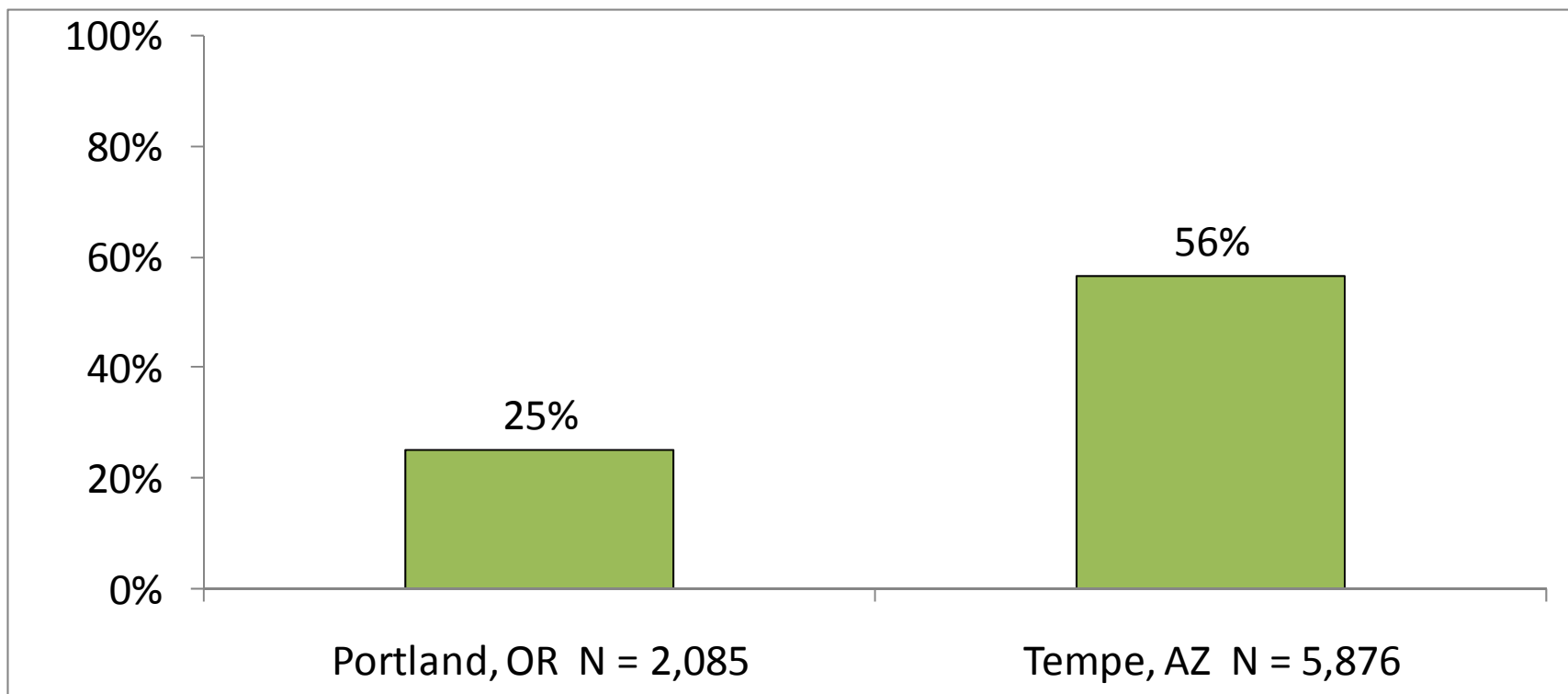
Note. Associate degree completion rate calculation varies by site. ROWANNA

Overall Attainment: Transfer Rates



Note. Transfer rate reported for all students in initial cohort, regardless of associates degree completion.

Overall Attainment: Baccalaureate Completion



Note. Baccalaureate completion rate reported only for students who had at least one instance of transfer.

Outcomes by Student Characteristics: Similarities across Sites

- No gender differences in rates of transfer
- Asian students more likely to transfer than other ethnic groups
- Younger students more likely to transfer and complete bachelor's degrees than older students

Outcomes by Student Characteristics: Differences across Sites

Tempe

- African American and Native American students were the least likely to transfer and earn degree
- Students with Pell grants were less likely to transfer and earn a degree

Portland

- Hispanic/Latino students were the least likely to transfer and earn degree
- No differences in transfer and degree completion rates based on income status.



Outcome Rates by Ethnicity

	Portland, OR							Tempe, AZ						
	Base	CC Deg		Trn		Bac Deg*		Base	CC Deg		Trn		Bac Deg*	
	<i>N</i>	<i>n</i>	%		%	<i>n</i>	%	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Asian /PI	1,075		14%		21%		20%	622				37.0%		63.1%
Hispanic /Latino	910		14%		11%		19%	4388				24.9%		52.9%
Afrcn Amrcn	385		12%		12%		25%	1129				16.9%		39.0%
Ntv Amrcn	230		10%		14%		26%	648				16.4%		40.6%
Caucasian	13,254		14%		11%		26%	14,933				30.6%		56.8%

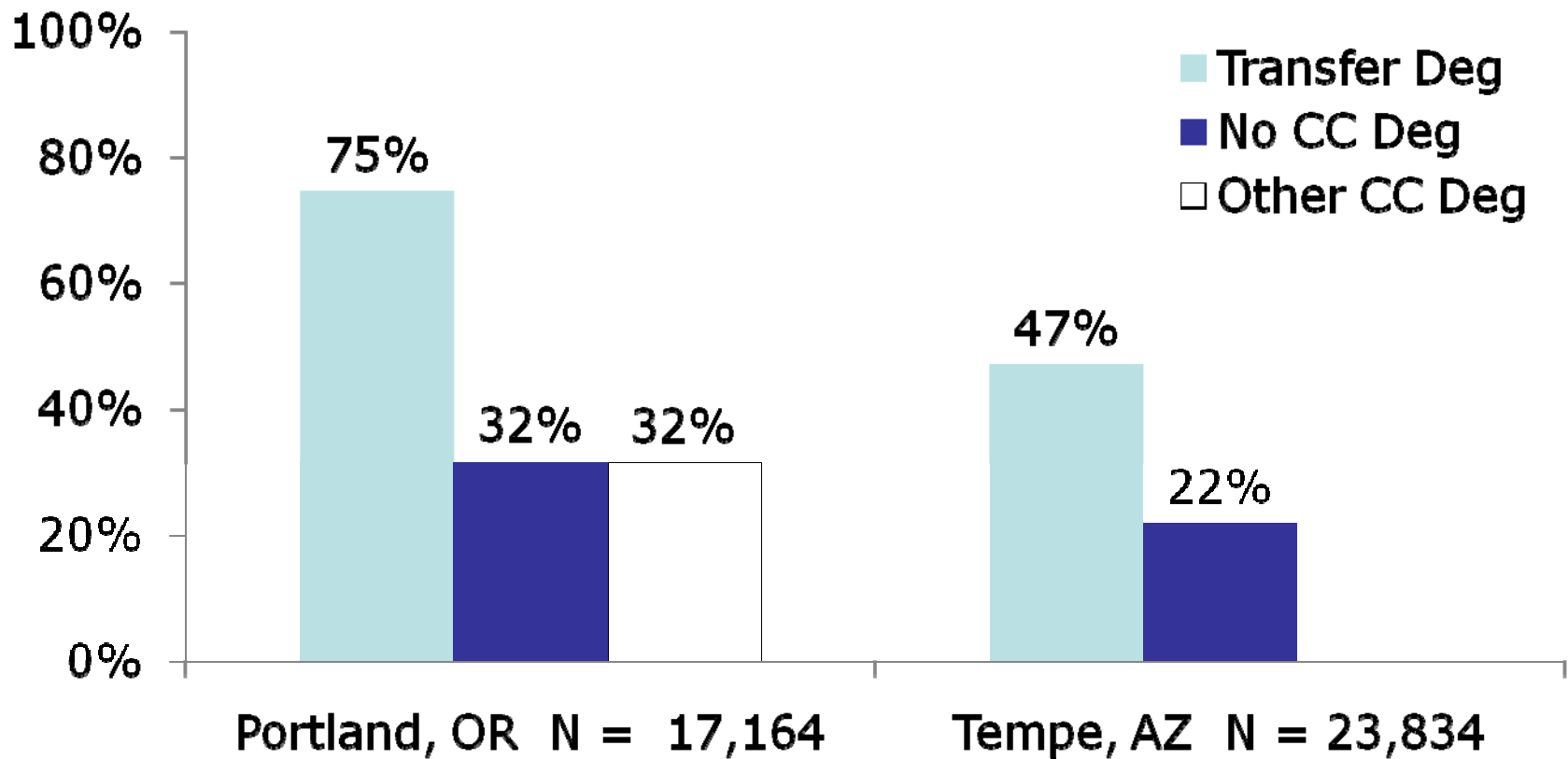
Outcomes by Gender (Hidden Slide)

	Portland, OR				Tempe, AZ			
		CC Deg	Trn	Bac Deg		CC Deg	Trn	Bac Deg
	<i>n</i>	%	%	%	<i>n</i>	%	%	%
Female	9,326	14.1%	11.9%	26.9%	13,397		28.2%	59.9%
Male	7,791	12.5%	12.4%	22.6%	10,140		28.4%	49.5%

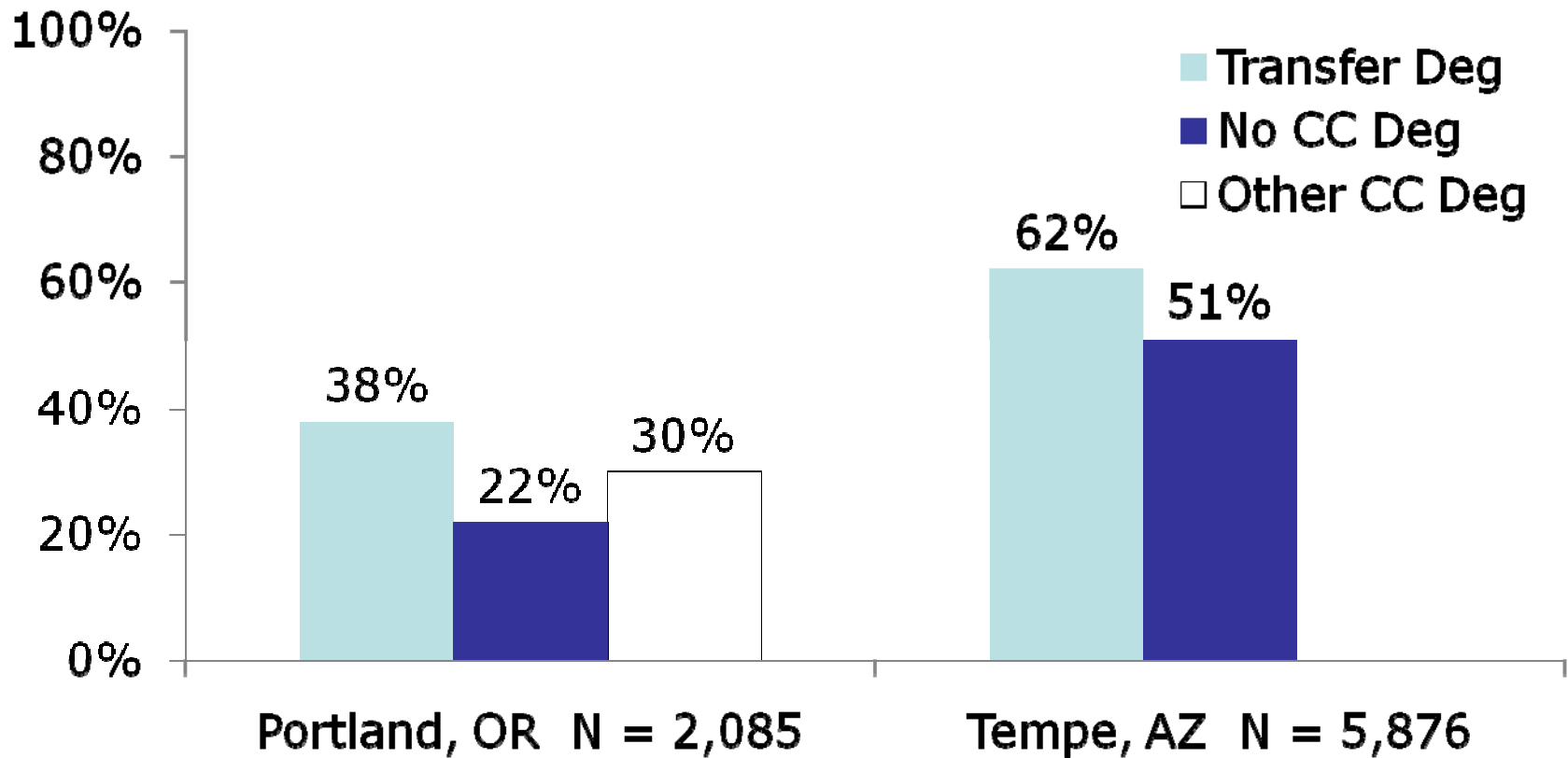
Outcomes by Income Status (Hidden Slide)

	Portland, OR			Tempe, AZ		
		Trn	Bac Deg		Trn	Bac Deg
	<i>n</i>	%	%	<i>n</i>	%	%
Need Based Aid	3,568	13.5%	26.1%	3,104	24.0%	53.6%
No Aid or No Need	13,596	11.8%	24.7%	12,573	31.1%	61.1%

Transfer Rates by Associate Completion



Bachelors Rates of Transfers by Associate Completion



Enrollment Pattern Definitions

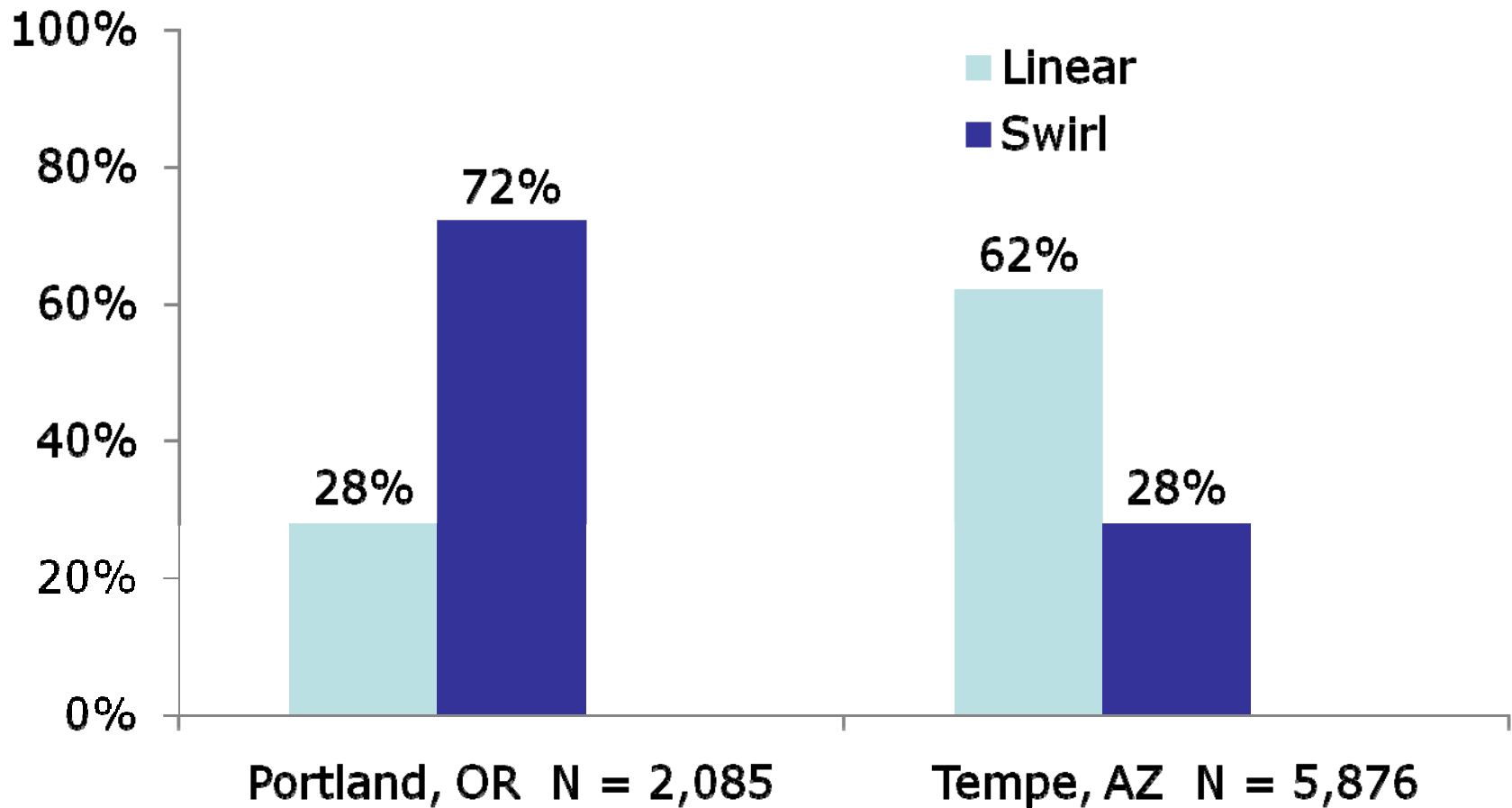
- Home CC only
- Linear
- Swirl
 - Swirl Structured
 - Swirl CC only
 - Swirl Complex

Overall Patterns of Enrollment

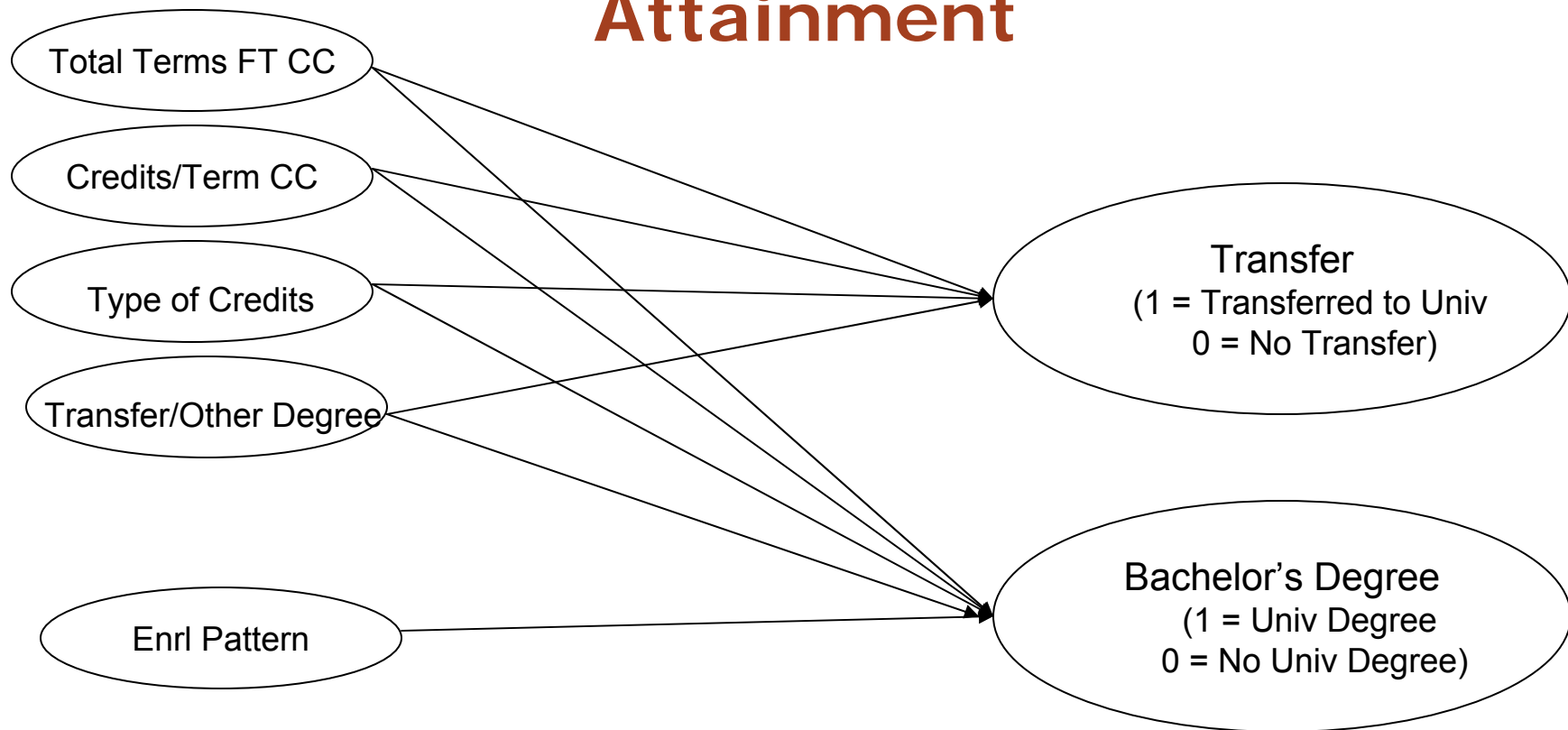
- Most students stay at their home (community college) institution.
- In Portland, students who left their home institution were 2x as likely to swirl as have a linear enrollment pattern.
- In Tempe, students who left their home institution were 2x as likely to have a linear enrollment pattern.



Transfer Student Enrollment Patterns



Predictors of Transfer and Bachelor's Attainment



Note: Covariates include age, gender, need-based aid

Factors Contributing to Transfer

Factor	Portland, OR	Tempe, AZ
Total Terms FT CC & Average Credits/Term	+	+
Year 1 Dev Credits	-	-
Year 1 Prof/Tech Credits	-	NA
Year 1 Transfer Credits	+	NA
Year 1 Other Credits	-	+
Earned Transfer Degree	+	+
Earned Other Assoc	+	NA
Transfer module only	NA	+
Received CC Need-Based Aid	-	NS
Age	-	-
Hispanic/Latino	-	-
Black/African American	NS	-
Native American	NS	-
Asian	+	+
Female v. Male	NS	NS

Factors Contributing to Bachelor's Degree for Transfer Students

Factor	Portland, OR	Tempe, AZ
Total Terms FT CC & Average Credits/Term	+	+
Year 1 Dev Credits	NS	NS
Year 1 Transfer Credits	+	NA
Year 1 Other Credits	NS	+
Earned Transfer Degree	NS	-
Earned Transfer Module Only	NA	NS
Structured Swirl v. Linear	+	+
Received CC Need-Based Aid	-	NS
Age	+	NS
Hispanic/Latino & Native American & Asian	NS	NS
Black/African American	NS	-
Female v. Male	NS	+

Summary

- Full time enrollment is a positive predictor of success.
- Students who enroll in developmental credits during year 1 are less likely to transfer.
- Efficacy of swirling depends on type of swirling.
- Associate degree facilitates transfer, but not baccalaureate completion.
- Outcomes differ by ethnicity and age.

Implications for Policy

- Establish data sharing agreements & structures
- Develop articulation agreements, taskforces, & policies
- Provide consistent, accurate, and targeted advising

Best Practices & Next Steps

- Communication and collaboration
- Access and approvals
- Joint planning & implementation

- Data & policy discussions
- More data collection & analysis



Questions? Contact:

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Join the Urban Transfer Research Network!

- Invitational Meeting at 5:15 PM today, L508 Lobby level (#S21)
- Additional Information at <http://www.pdx.edu/utrn/>
- Contact Co-PIs
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