

**Office of Institutional Research and Planning**  
Lumina | Urban Transfer Research Network

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1/9/08

**UTRN Data Committee Meeting**

3-4:30 PM

PSU, SMSU 326

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<b>Meeting called by:</b>	Juliette Stoering	<b>Meeting Type:</b>	Data Committee Meeting
<b>Facilitator:</b>	Juliette Stoering	<b>Note taker:</b>	Kim Henneman
<b>Attendees:</b>	T. Green (conference call), P. Collier, J. Peterson, R. Carpenter, J. Peterson, M. Smith, R. Smith, J. Stoering, N. Szofran (conference call)		

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**Agenda item: Welcome and introductions**                      **Presenter:** Stoering

**New Staff:**

- Kim Henneman is the new UTRN support person at PSU.

**Agenda item: Updates on data & findings**                      **Presenter:** Carpenter

**Discussion:**

- Chemeketa Community College data was included in the data set & data tables were re-run.
- Data from Clackamas Community College has not yet been submitted, but is expected soon & will be included in data set after it is received.
- Financial aid data is new—approximately 20% of the 26,000 students in data set include financial aid data. Analysis indicates that receipt of financial aid may be related to transfer success.
- R. Carpenter asked for thoughts about using receipt of a Pell Grant as a low SES indicator, but mentioned the difficulty in breaking out Pell recipients from other financial aid recipients.
- R. Smith pointed out that a minority of students apply for financial aid at all.

**Agenda item: Review of recent data conclusions**                      **Presenter:** Carpenter

**Discussion:**

- Initial cluster analysis and logistical regression with available data predicting transfer and BA attainment— did not show any significant results.
- N. Shulock (outside evaluator) suggested using a model developed in California, which did not show meaningful results with available data.
- Data will be broken into subsets and analyzed further to see if any predictors can be found.
- J. Stoering commented that it may be possible to discern patterns in smaller groups

- R. Carpenter said that analysis showed very few significant predictors, and those that did appear didn't make sense (i.e. attendance appears to be a negative predictor).
- J. Stoering stated that there was nothing to conclude at this point—that there is a strong sense that there is no real relationship between indicators and variants. More data cleaning and targeting is needed, as well as a low SES indicator and a transfer indicator.
- Difficulty in determining a useful low SES indicator was discussed by committee members.
  - Discussion of using ZIP codes as a low SES indicator
    - ZIP codes are likely to be too broad to be a highly useful indicator, but in the absence of another good indicator it may be worthwhile to pursue (R. Smith)
    - Possibility of using some school lunch data from elementary schools was mentioned (P. Collier)
    - Possibility of creating a composite variable using ZIP code data along with other information was also discussed (M. Smith), though some concern was expressed with the amount of work required to get detailed information (J. Stoering)
    - R. Carpenter reiterated that low SES indicator is needed to focus research questions geared towards under-represented students, which is a key interest area in the grant and is not currently being well-addressed
- J. Peterson pointed out that looking exclusively at student-level data could result in missing some important institutional-level issues that may be particularly significant to needy students (i.e. % of institutional funding that goes to support student services could have an impact on student success rates). More consideration of this issue may be needed.
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**Agenda item: Further discussion of course-taking data needs      Presenter: Stoering**

**Discussion:**

- J. Stoering asked what was needed to use course-taking data to discover patterns that would be worthwhile to extract and compile.
- Committee was asked to consider what research questions may be asked & what data is available to analyze.
- Percentage of lower-division transfer courses per term is currently being considered as a transfer indicator
  - There are some concerns about missing information using this approach—some remedial math courses are a particular problem
  - The community colleges do not have an indicator for repeated courses. Repeated courses may be a negative indicator (P. Collier).

- PCC codes classes to indicate if they are remedial, college transfer, community education, or career technical
  - M. Smith suggested looking at specific courses within each track to identify courses outside the college transfer track that could show transfer intent.
- R. Smith suggested using the Marilyn K. model that identifies transfer intent using the number of credits attempted over a set time frame (i.1. 18 attempted credits over a 2-year period)
- Discussion of math and literature courses as a barrier for some students who wish to transfer
- If filtering results in focusing more on students receiving financial aid, more data may be available for consideration (dependants, etc), though R. Smith expressed concern about data for non-degree-seeking students being included.
- J. Stoering reiterated that more consideration of course-taking data & possible research questions was needed.
  - The outside evaluator has asked why more students are not getting the Oregon Transfer Degree, as it seems to be a good indicator for successfully completing a BA.
    - R. Smith suggested that community college students do not see the benefit of the degree, and lack of advising/advising resources are a factor

**Agenda item: Announcements & upcoming meetings**

**Presenter:** Stoering

- **The Joint Committee meeting is scheduled for Thursday January 17, 2008 from 1:30-3pm in SMU 328.**
  - Provost Roy Koch is scheduled to attend the Joint meeting.
- Student interviews are currently being transcribed—approximately 25 90-minute interviews have been conducted (R. Carpenter).
- Student interviews should be used to gather needed data that is not available through other sources—committee should consider data gaps that can be addressed through interviews (R. Carpenter)
- M. Smith suggested that his doctoral advisees may be available to help assess qualitative data (student interviews)—J. Stoering will discuss this with Kathi Ketcheson.