



UTRN

Urban Transfer Research Network



**Two Sides of the Same Coin:
Community College and University
Faculty, Staff, and Administrators'
Views of Factors That Affect Student
Transfer and Baccalaureate
Attainment**

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About the UTRN Project

- The Urban Transfer Research Network is a collaborative multi-institutional research project funded by the Lumina Foundation and 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.

Purpose of the Interviews

- Complement findings from quantitative analysis of student pathways to baccalaureate completion
- Better understand faculty, staff, and administrators' perspectives of the factors that facilitate or hinder transfer and baccalaureate completion
- Better understand faculty, staff, and administrators' perspectives of factors that have particular significance for traditionally underrepresented students

Research Questions

- What structural and interpersonal factors facilitate transfer and baccalaureate completion for CC students?
- What structural and interpersonal factors serve as barriers to transfer and baccalaureate completion for CC students?
- What structural and interpersonal factors are of particular significance to the transfer and baccalaureate completion of traditionally underrepresented CC students?
- How were the perspectives of community college and university personnel different or similar?

Research Design

- Purposive sample of faculty, staff and administrators at metro-area community colleges and Portland State University
- In-person interviews paralleling research questions, 1 – 1.5 hours in length

Number of Interviews

Institution Type	Count
Community College	19
University	8
Total	27

Codebook Development

- Interview protocol provided initial framework for codebook
- Coding team used single transcript to propose, compare and discuss codes for 2nd version of codebook; 2 more iterations
- Once codebook was completely developed, some codes were folded back together for analysis phase

Analysis Plan

- Identify codes mentioned across most interviews
- Compare codes between institution type (Community College, University)
- Identify codes that co-occur with mentions of significance for underrepresented students

Structural Factors Facilitating Transfer *Agreement between CCs & PSU*

- Formal cooperation agreements
- University-initiated outreach
- TRIO programs and scholarships

Structural Factors Facilitating Transfer *Differences between CCs & PSU*

Emphasized at PSU

- Software tracking programs
- Transfer credit policies at university level

Emphasized at CCs

- Resources for underrepresented students

Interpersonal Factors Facilitating Transfer *Agreement between CCs & PSU*

- Student contact with Faculty / Staff / Advisors
- Student involvement with campus activities
- Formal peer mentoring

**Interpersonal Factors
Facilitating Transfer**
Difference between CCs & PSU

Student-to-student relationships were mentioned almost three times more frequently at CCs compared to PSU

Structural Barriers to Transfer *Agreement between CCs & PSU*

- Lack of advising support
- Issues with existing support programs

Structural Barriers to Transfer *Differences between CCs & PSU*

Emphasized at PSU

- Financial aid issues
- Lack of programs and resources specifically for transfer students

Emphasized at CCs

- Transfer network policy issues
- Lack of alignment in course elements between CCs and university

Interpersonal Barriers to Transfer *Agreement between CCs & PSU*

- Lack of information/receiving conflicting information
- Life demands on students outside of school

Interpersonal Barriers to Transfer *Difference between CCs & PSU*

- Intimidated by/lack of understanding of...
 - ...University culture (CCs emphasized)
 - ...University environment or physical setting (University emphasized)

Significant for Underrepresented Students

Structural Factors

Facilitate Transfer

- TRIO
- University-initiated outreach
- General programs for student support

Barriers to Transfer

- Issues with existing support programs
- Financial aid issues

Significant for Underrepresented Students

Interpersonal Factors

Facilitate Transfer

- Student contact with faculty / staff / administrators
- Student-to-student relationships
- Formal peer mentoring

Barriers to Transfer

- Lack of info / receive conflicting info
- Intimidated / lack understanding of university culture
- Life demands on student outside of school

Discussion of Findings

- On topics where the CCs and University agree, how do we work together to maintain or implement important practices and policies?
- Where topics differ in importance for CCs and the University, what can we learn from knowing that we don't see things in the same way?



Questions? Contact:

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