



**Lumina Urban Transfer Research Network
Policy Framework with Data Elements**

Policy/Factor	Overall Findings	Finding by subgroup (Portland specific)
Course taking behavior	<ul style="list-style-type: none"> • Earning more lower-division college credits are associated with greater success • Students who are able to enroll full-time or to take more credits per term are more successful • Earning more developmental credits earned during year 1 is associated with lower success rates 	<ul style="list-style-type: none"> • Hispanic students earn the fewest lower-division credits in year one. • Students receiving need-based aid earn more of all types of credits during year one. • African American students earn the most developmental education credits during year one.
Financial Aid	<ul style="list-style-type: none"> • Fin Aid information available for approximately 20% of CC students • Despite earning more credits during year one, students who receive need-based aid at the CC are less likely to transfer than other students 	<ul style="list-style-type: none"> • Students who receive need-based aid are more likely to transfer to PSU than students without need-based aid – these are more likely to transfer to colleges other than PSU. • African American students are more likely to receive need-based aid than other groups. Caucasian students are the least likely to receive need-based aid. • Women are more likely to receive need-based aid than men.



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<p>Enrollment and degree pathways</p>	<ul style="list-style-type: none"> • Most students never leave their home CC. • Different enrollment patterns are evident for students who transferred: linear, enrollment at one CC and transfer to the U; structured swirl, enrollment at several institutions before enrolling at the U and staying; and complex swirl, a pattern of movement among several institutions without staying at any one of them. • Structured swirl and linear are the most productive pathways to baccalaureate success. • Students who earned science or engineering degrees were more likely to follow a structured swirl path than other majors. Students in business, social science or humanities were more likely to follow a linear path. 	<ul style="list-style-type: none"> • Hispanic students were the least likely to leave their home institutions. Asian students are the most likely to leave their home institutions. • Asian students are just as likely to transfer to PSU as they are to transfer to other 4-year colleges. Caucasians were much more likely to transfer out of the metro area than to transfer to PSU. • Students who received need-based aid are more likely to follow a linear path than to follow another type of enrollment pattern.
<p>Attainment of Associate degree</p>	<ul style="list-style-type: none"> • Most students do not earn an associate degree at the CC • Most students who transfer have not earned an associate degree • Students who earn a Transfer degree have a higher rate of transfer than students who earn other degrees or earn no degree 	<ul style="list-style-type: none"> • There were no differences among ethnic groups or by gender in associate degree attainment. • Students who received need-based aid were more likely to receive each type of associate degree. • Among students who earn the Oregon transfer degree, African American students have the highest transfer rate and Asian students have the lowest transfer rate. • Among students who did not earn an associate degree, Asian students have the highest transfer rate and Hispanic students have the lowest transfer rate.