

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

Post Office Box 751 503-725-3432 tel
Portland, Oregon 97207-0751 503-725-8757 fax

UTRN Joint Committee Meeting

01/25/2007

1:00 – 3:00 PM

MHCC, AC2359

Meeting called by:	Kathi Ketcheson	Meeting Type:	Joint Committee Meeting
Facilitator:	Kathi Ketcheson	Note taker:	Jewls Krentz
Attendees:	J. Allen, R. Carpenter, T. Green, J. Jagodnik, M. Kinnick, K. Ketcheson C. Kolins, D. Moxley, M. Nishishiba, J. Peterson, B. Pitonzo, J. Redder, M. Smith, J. Stoering, N. Szofran.		

Agenda item: Welcome and introductions

Presenter: Ketcheson

Discussion:

- Chemeketa Community College in Salem, Oregon, has joined the project. Doug Moxley, Director of Institutional Effectiveness at Chemeketa Community College will join the Policy Advisory Committee.
- Clackamas Community College in Clackamas, Oregon, has joined the project. Judy Redder, Operations Manager of Curriculum and Reporting at Clackamas Community College, will join the Data Advisory Committee.
- Masami Nishishiba, Assistant Professor in the Department of Public Administration at Portland State University, has joined the Data Advisory Committee.

Agenda item: Project Updates

Presenter: Carpenter
Stoering

Discussion:

Pathways

- Coding of pathways is in process.
- The total numbers of students in the cohort has changed. Based on consensus in the data committee meeting held November 29, the new cohort definition eliminates students who show up only once at a community college and do not show up elsewhere in the data.
- A swirling pattern is defined as students showing up at more than one location at a time or who transfer to university and then back to community college.
- Note: National student clearinghouse data is not combined with dataset at this time; therefore, it is undetermined if students who did not transfer went out of state.
- Note: All community colleges in the Portland metropolitan area included.

- Data tables (see handouts) indicate initial patterns represented by data. Specifically:

Student Enrollment Patterns:

- Most students stay at the home institution. Further investigation is necessary to determine whether they attain an Associates degree.
- Students who left their home institution were twice as likely to swirl as have a linear enrollment pattern.

Student Enrollment Patterns by Institution:

- Students at MHCC were twice as likely to swirl as compared to those at PCC.
- PCC students were more likely to stay at home institution. Note: Often PCC students swirl within different PCC locations. However, there is no way to track between locations.

Student Enrollment Patterns by Ethnicity:

- African American, Hispanic and (to a lesser degree) Caucasian students were more likely to stay at their home institution. However, African American students who transferred were less likely to display a linear pattern than the other two ethnicities.
- Asian students were the most likely to demonstrate a swirling pattern.

Student Enrollment Patterns by Gender:

- No significant differences in enrollment patterns between genders.

Student Enrollment Patterns by PSU Bachelor's Degree Attainment:

- Students with linear enrollment patterns were more likely to attain the Bachelor's degree than other patterns.

Student Enrollment Patterns by Ethnicity and Institution:

- Discussion deferred until next data committee meeting.

- Note: The data coding process involves more than computer analysis and must be done individually. The results thus far represent a tremendous amount of effort.

Agenda item: MHCC Presentation of Transfer Initiatives **Presenter:** Pitonzo

Discussion:

MHCC and PCC presented programs intended to have a positive impact on student transfer. These programs target student readiness and early academic success.

MOTT: Moving on Toward Tomorrow

- Kolins presented a program at PCC called MOTT: Moving on Toward Tomorrow, which is funded by Jobs for the Future and began winter 2006.
- Focus of the program is academic preparedness, not necessarily transfer, but it would certainly help in that area. Most of the students had technical degree with a goal to get a livable wage job. However, the program could be expanded to include Bachelor's degree goals.

- Participants include students who placed into one or more developmental classes or were English as Second Language students. Students in the program were assigned an advisor. They also were required to complete two 3-credit classes as a cohort (College Survival and Study Skills).
- Results:
 - Of the 207 students who began program in winter 2006:
 - 72% completed the first term cohort class
 - 56% enrolled in the second term cohort class and 51% completed it
 - 25% continue to meet with advisor and progress toward goals
 - Advisors reported barriers for these students including time management, difficulty navigating the college system, poor follow through with tutoring, learning disabilities, personal issues, and life circumstances including terminally ill children and domestic violence.
 - Many of these students need wrap around support services such as Disability Services, personal counseling, etc.
 - Many of the students in the cohort had learning disabilities, were first-generation or non-traditional, older students.

General Discussion:

- Advising for developmental education students.
 - At this time advising is not required for developmental education students; however PCC is implementing mandatory advising for students who place into one or more developmental education courses.
 - It would be helpful to have a gateway program which allows getting through remediation quicker. When students place into developmental education, they have to take many courses which require time and money. This is discouraging for many students.
- TRIO
 - Students in programs such as MOTT may be referred to student support services with a focus on Bachelor's attainment (part of TRIO).
 - Peterson suggested that changes in politics have forced a return to a compartmentalized approach in TRIO and other student services providers. There is less emphasis on moving students through the pipeline because there is no longer money and reporting administration available for tracking between areas. The focus is on the law as it pertains to specific grant programs only.
 - Moxley reiterated the policy issue presented by Peterson. He stated that there is an ongoing conflict between reporting mandates for grants and the activities that educators feel they should do for students. Unfortunately, this conflict is difficult to battle for individual institutions.
- Placement Testing
 - Kolins noted that placement testing remains an important issue. Due to different standards, students may place into remedial courses at one institution but not at another. There is need to look at recalibrating placement tests as some tests place students in remedial courses prematurely. These students may need a "brush up" but do not necessarily require an eleven-week course.

- Kolins further suggested that there is a movement toward nationwide mandatory placement and reading/writing prerequisites for general education courses. However, most institutions do not follow this format. Philosophically, one can view the process as keeping students out (access) or as keeping students who are not ready out and providing training to help them succeed (retention).
- ESL and Learning Disabilities
 - ESL students remain a challenge.
 - Kinnick discussed the importance of recognizing learning disabilities early on in academic career such as at community college rather than university.
 - Pitonzo noted the sizeable disconnect between K12 and community college policy regarding learning disabilities.
 - Kolins stated that PCC discontinued learning disability testing six years ago due to funding. Once a student has been formally diagnosed, services are available, but not until that point.
 - Peterson suggested that testing for learning disabilities takes time and is costly (about \$300). The cost is born by the students.

HD 100 Course at MHCC

- Sharon Juenemann, Learning Assistance and TLC Coordinator, and Nicole Gilbertson, Counselor in Career Planning and Counseling, presented information about the HD 100 course at MHCC.
- The 1-credit course was adapted from the 3-credit *On Course* model.
- Rationale for program:
 - Community college persistence and transfer rates are inseparable. Both must be addressed for students to reach educational goals.
 - Most study skills courses offered at the community college level are insufficient because students are still not succeeding.
 - The *On Course*, 3-credit program outlined in the *On Course* book has demonstrated success rates at other institutions.
 - Due to time and budgetary constraints, the program was adapted for a 1-credit model, called HD 100.
- Program specifics (see handout):
 - Main points in the curriculum center around empowering eight inner qualities related to wise choices made by successful students. These include: personal responsibility, self-motivation, self-management, interdependence, self-awareness, lifelong learning, emotional intelligence, and high self-esteem. Because of time limitations for first four qualities are covered explicitly in the material while the remaining four are covered implicitly in other material.
 - The 1-credit course meets twice weekly for five weeks or once weekly for ten weeks. A preterm section is potentially available and would meet four times during the two weeks before class starts.
 - The course is tuition free. Students must pay a \$10 fee for the College Student Inventory and purchase the *On Course* book.
 - The course is graded and may serve as a transfer elective.
 - Staff, academic advisors and faculty market the voluntary course.
 - Teaching staff are free to customize the syllabus but must include the Noel-Levitz College Student Inventory, utilize the book and include sections on student planning, training in Portal, technology, and a library tour.

- The Noel-Levitz College Student Inventory (form B) is not required but strongly encouraged. The inventory provides students with a four- page report that has specific recommendations for the student. This is helpful as often students are receptive to student services but not likely to ask for them. The inventory offers a way to access students. The instructor receives the same narrative as the students with an additional summary of motivation. This portion is designed for individual advising.
- Results:
 - Entering the 4th fall term using the HD 100 course.
 - Overall persistence rates increased for students taking the course.

General Discussion

- PCC has recently requested funds to implement a 1-credit course similar to MHCC's HD 100. The hope is to begin the course next year.
- NOTE: There is individual data for students taking HD 100 and they may be tracked through the pipeline.
- Clackamas Community College is starting a retention study soon.
- The educational planning component of MHCC's HD 100 course does not necessarily push Bachelor's degree attainment. Rather it provides information about both Associate's and Bachelor's degree options. This is new information for many students who may declare a degree intention without full knowledge of what that entails.
- Peterson noted the difference between supporting Bachelor's attainment and encouraging Bachelor's attainment and linked this with supportive versus intrusive counseling. Programs such as HD 100 support decisions to attain a Bachelor's degree but do not necessarily encourage the choice over others. On the other hand, TRIO programs strongly encourage Bachelor's degree attainment over other options.

Agenda item: Upcoming Meetings & Events

Presenter: Ketcheson

Discussion:

- Stoering and Carpenter would like to hold a data committee meeting prior to the end of February. The date and time will be announced shortly.
- Ketcheson, Pitonzo and Kolins will present at the Student Success Conference this year.
- The UTRN website is almost ready. Once live it will be a place for information exchange including meeting minutes and announcements. It will also serve as a means to communicate research findings and other information concerning urban transfer.
- A three-panel pamphlet, a one-page fact sheet and research bulletin forms will be available soon.