

MEETING MINUTES

URBAN TRANSFER RESEARCH NETWORK

Joint Meeting of Policy Advisory & Data Advisory Committees

4/19/06

Present: Kathi Ketcheson, Janine Allen, Joan Jagodnik, Mary Kinnick, Beth Pitanzo, Terry Rhodes, Tim Green, Jay Peterson, Michael Smith, Juliette Stoering, Rowanna Carpenter

Meeting called to order at 9:15am.

Kathi has been in contact with Kathy Campbell (Chemeketa CC) and Candy Bennett (Clark College); they both may be participating in data exchange.

KK has been in contact with Nancy Shulock (evaluator).

1st grant report due to Lumina on June 1

Rhodes reported that presidents of PSU, PCC, Mt. Hood, Chemeketa and Clackamas have met to discuss articulation agreements, student services facilitating student access/retention, etc.

The MOU creating PAHEC was signed last month with the goal of working toward a single web portal through which students can access all information about/from participating campuses and then fill out a single application form—that form has been agreed upon. The portal will have combined class schedules, course equivalency tables, financial aid information and registration process; this will be a GUI front-end linking to institutions' in-house systems. Students could register at any/all of the campuses but would be required to select a "home" institution and meet the admission requirements of that campus. The "home" designation could be changed year-to-year. Site design would be operational by Fall of '07. All this should also facilitate data sharing and tracking of students.

The co-admission agreement with Clark College, being across state lines, is somewhat of an advance over much of what is being done nationally.

Discussion followed on the issues that this and other kinds of articulation coordination present. One example: residency rules related to tuition charges vary with community colleges allowing most students to be considered "in-state" while four-year institutions have strict rules in place. In general, achieving seamless coordination to facilitate student success is a difficult matter often challenging institutional culture and history.

Policy and Practices:

Committee members suggested that information on the impact of the following policy and practices for student transfer issues be collected:

1. Residency
2. Cost/Fees
3. Financial Aid inc. definition of aid year, impact of costs of various groups, etc.
4. Transferability
5. Academic standing/admissions
6. Communication of policies and practices
7. Disciplinary/behavioral issues
8. Differentials in GPAs
9. Special Programs e.g., federal requirements forbidding enrollment in two programs at once
10. Coadmission/coenrollment
11. Health care/insurance and other fee-supported programs

12. Department articulation agreements
13. Safety nets (lack of)
14. Advising/orientation

To provide documentation about each of these areas including the practices on the various campuses, the categories were grouped as follows and will be researched by various contact persons and some members of the committees:

1. Fee supported programs/services (Collins) Joan T will contact
2. Academic standing/GPA (Allen?)
3. Communication of policies, practices (Allen?)
4. Residency/costs/fees (Wendler, Agnes, Cindy) Joan T will contact
5. Articulation/transferability (Joan J, BJ & Terry ?)
6. Special programs and their requirements, etc. (Jay (JP) Paulette)
7. Financial Aid (McGee)
8. Disciplinary issues (Toppe)

KK indicated that those researching these topics should document their efforts with written reports/paragraphs to cover the following:

1. Brief description of the policy area and current practice issues including at least one specific example
2. Identification of the implications of the policies and procedures for students going from community colleges to bachelor degree-granting campuses
 - a. What are barriers for students
 - b. What provides facilitation

[Note: KK prepared a final version of this template, which was emailed to committee members later on 4/19]

These reports should be back to KK by May 22.

TR commented that the PAHEC members will be familiar with the issues at the various campuses and may already have worked through some issues in order to operationalize the web portal by Fall '07. KK noted that the present committee members' work on these topics is basically research to get information but that these efforts and PAHEC work should be shared. BP suggested that student services on the campuses may also have identified issues and problems.

(An interview protocol is the next step in undertaking this research with assistance from Michael Smith)

(Should some Mary Kinnick questions be included from student notes?) [probably not]
Issues relating to an interview protocol were discussed.

Data Committee:

JS introduced RC as the analyst who will be merging the community college and PSU data and producing the database and reports.

JS reported on past Data Committee meetings which clarified data element definitions, considered Florida's data definition table as a common format, and decided on the main reporting categories (although other categories may be developed based on the Committee's interests and findings that may emerge in the data sets). Data will always be reported by ethnicity, gender, Pell-eligibility, and first-generation-in-college status. The Data Committee has created a Data Definition table and will share it with Florida.

Data from the community colleges will target students enrolling for the first-time at the community college in Summer or Fall of 1999 or 2000, however, reports will not compare cohorts unless the committee has an interest in this analysis in the future.

Financial aid data definitions and extraction are underway. Secure FTP for exchanges between the community colleges and PSU should be operational soon. The lack of a unique identifier across institutions is a major obstacle; name and date of birth will be used when identifiers are unavailable, making the process more tedious

National Student Clearinghouse data will be used to identify and track students who might not show up at PSU, but have pursued higher education elsewhere.

RC reviewed the preliminary data tables from MHCC including the following:

- a. Distribution of students earning Bachelor's degrees
- b. Distribution of students receiving Pell grants (as a proxy for Pell eligibility)
- c. Distribution of students earning transfer degrees and other Associate's degrees

Additional future reports will include retention data and coding of drop out or stop out behavior. RC will also check into the feasibility of reporting on need-based vs. merit-based aid students. She also clarified that all 1st year students (not only those who earn transfer degrees) will be included in data to provide context and avoid overly narrowing the research focus.

Discussion followed including the following:

So-called "boomerang" students may be included if they are in the first-time students of Fall or Summer of 99 or 00. TR asked about credit bearing developmental classes; Beth noted that such classes are not transferable and do not appear to be a factor in future success.

KK stated that there will be no more joint meetings for the rest of this term. July 1 begins a new term but the summer may be a slow time for all. The director of Lumina would like to visit this Fall.

Meeting adjourned at 11:05am