

**UTRN Joint Meeting****11/09/2006**  
**1:00 – 3:00 PM**  
**PSU, SMC329**

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<b>Meeting called</b>	Kathi Ketcheson	<b>Meeting Type:</b>	Joint
<b>Facilitator:</b>	Craig Kolins	<b>Note taker:</b>	Jewls Krentz
<b>Attendees:</b>	J. Allen, R. Carpenter, J. Jagnoifk, K. Ketcheson, M. Kinnick, C. Kolins, B. Pitonzo, M. Smith, J. Stoering.		

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**Agenda item:** Welcome**Presenter:** Ketcheson**Discussion:***New Clerical Support*

Jewls Krentz is our new clerical support staff member. She is a graduate student in the Masters in Counseling program in the School of Education. She will be working on the Lumina/UTRN project half-time. She may be reached at [jewls@pdx.edu](mailto:jewls@pdx.edu) or 503-725-3428.

**Agenda item:** Preliminary data analysis.**Presenter:** Carpenter  
Stoering**Discussion:***Review of preliminary data analysis.*Table 1a,b: Student Ethnicity and Gender

- PCC has proportionately more color/ethnicity than MHCC but otherwise similar, especially the Hispanic populations
- More PCC students do not report their ethnicity. The percentage not reporting is similar to PSU.
- MHCC has more women than men whereas at PCC the gender distribution is almost even
  - Craig noted that the gender differences vary by campus. There are 60% women at the PCC Southeast campus.
- PCC has 2.5 times more students and may overwhelm the MHCC data

Table 2a,b: Associate Degree Attainment by Ethnicity

- With the exception of the Asian population, a large number of students do not get the Associates degree.
- Data on the Asian students is not further delineated at MHCC and PCC but is at PSU.

- International students are coded differently at all institutions.
- PCC students have not attained the Associates degree at the same rate as MHCC students.
- Research design uses data going forward for 99/00 cohorts. In a second phase of the study, cohorts of Baccalaureate degree completers will be followed backwards.
- Questions/comments:
  - Research cohort started in 99/00. Both MHCC and PCC have promoted AS degrees since then. Would more current cohort show different results?
    - Because the data tracks students forward 6 years, the impact should show in results.
    - Similarly, the business associates degree program began after the cohort started, but if these students joined the new program, it should show up in results.
  - Pitonzo noted that the Associates degree is a useful option for certain students and those who are undecided. But for other students, such as those interested in science and engineering programs, the Associates degree is not a preferred pathway because it does not provide junior-level admittance at university.
  - How can we develop programs linked to majors?
  - If we pull a cohort, even from this year, we may see the results of alternative pathways. Pitonzo noted that the number of degrees granted increased dramatically this year.
  - What is the correlation between Associates degree and future Baccalaureate degree attainment?

Table 3a,b: Associate Degree Attainment by Gender

- Women were more likely than men to attain an Associate degree at both institutions.

Table 4a,b: Transfer to PSU by Ethnicity

- Data shows slight but visible differences.
- A large majority of PCC/MHCC students do not transfer to PSU but data does not account for those who transferred elsewhere. (NSC data will provide a more complete picture).
- The Hispanic rate is similar to the Caucasian rate.
- African American students were less likely to transfer.
- Asians and international students have the highest rate of transfer.
- International students are defined by I-20. Regions are not indicated. Beth noted MHCC program for Central American students and Craig suggested that international students were mostly Asian at PCC.
- The results were similar across institutions with the exception of the Native Americans where PCC has a higher rate. However, the counts are too small to analyze in depth.

Table 5a,b: Transfer to PSU by Gender

- Women were more likely to transfer than men.
- This is more pronounced in PCC data.

Table 6a,b: Transfer Degree Attainment by Ethnicity

- The results include students in the cohort taking a PSU class at any point through fall 2005. These students are not necessarily fully admitted. For example, if a student takes one class at PSU while still attending PCC, he/she is included in the data set.
- Caucasians were the most likely to receive a Baccalaureate degree.
- The number of Native Americans included is too small to make connections.

- Comparing results to transfer data, a Hispanic student who made it to PSU, was more likely to make it through the pipeline to the Baccalaureate degree.
- These data do not include students from PCC/MHCC who went elsewhere, nor does it include current PSU students who are in a degree pathway but not yet graduated.
- Once we add NSC data, which includes degrees obtained elsewhere, we will have a better picture of what is happening with students.

#### Table 7a,b: Transfer Degree Attainment by Gender

- Women were more likely than men to attain a transfer degree.

*Other data related issues.*

#### Data Sources

- Carpenter has National Student Clearinghouse (NSC) data for MHCC but still needs PCC data.
- We have financial aid data for less than 40% of students at MHCC only. We do not have data for PCC yet. Available financial aid data lumps Pell Grants and state aid together.
- We are considering using census data by zip code to serve as a proxy for the low income indicator; however, this creates some noise.

#### Other Student Characteristics

- Carpenter requests that the group send her suggestions about characteristics to analyze in the dataset.
- Perhaps look at part-time vs. full-time students, number of credits earned and other enrollment patterns.

#### Pathways for Degree Attainment

- The Lumina grant suggests going beyond comparing group differences and identifying predictors of success; however this is a challenge given the traditional data available to us.
- To go beyond traditional analyses, the data team will attempt to code pathways and analyze differences based on pathway categories.
- The data team will need Data Committee input on how to code the pathways.
- If all goes well, preliminary pathway analysis will be available in January at the next joint committee meeting.
- Allen suggested using the 72 enrollment patterns found in a previous study.
  - This data is different because it is a forward and backward look at pathways from a given point in time. We could add a backward look at our data, but it does not directly contribute to the research questions posed in the Lumina grant.
  - These may be a good starting point, but we want to adopt a fresh approach to the coding categories for the current study.

#### Cohort Description

- Person of interest is a student attending a community college for the first time who transfers to a university. Our cohort includes students taking at least one credit at a community college in the fall or summer of 1999 or 2000.
- Would separating first time, postsecondary numbers provide different patterns?
- Data eliminates high school students in dual enrollment programs but does not eliminate high school or home school students not in these programs.

**Conclusions:**

More data definition is needed including cohort characteristics and pathway coding.

Action items	Person responsible	Deadline
✓ Carpenter to meet with Ketcheson about current projects.	Carpenter	
✓ Committee members to communicate research interests to Carpenter	All	
✓ Input on data coding for pathways.	Data Committee	
✓ Data review and coding.	Carpenter, Stoering, Wright	Preliminary in January

**Agenda item:** Continuation of policy discussion.      **Presenter:** Ketcheson Kolins

**Discussion:**

*Review three-stage model framework for policy examination (see attached). How should we proceed with this model?*

- We should identify the groups to which we apply stages. For example, there is a high rate of success among Asians. Should we look at what is going on with these students that positively impacts their readiness?
- We are assuming there are differences. What policy areas affect which groups of students? What data do we need? We should check our assumptions with the data.
- Kinnick noted that she was more overwhelmed by the overall lower number of transfers and Baccalaureate degree attainment than by the difference between groups.
- Pitonzo suggested that we can not answer these questions with the data thus far; perhaps the qualitative data can further inform the process.

*Possible direction and sources for research.*

Quantitative

- We can obtain hard data on academic preparedness through placement scores. MHCC/PCC collect SAT and high school GPA information now but did not in 99/00.
  - Question: Do placement and assessment systems really describe readiness? How can we characterize policies/procedures that affect students?
  - At PCC placement tests carry high stakes because a lower placement translates to more courses and money. If a low placement is inappropriate because a student "blew off" the test, the student is encouraged to retest or may be identified by an instructor. In some cases, the student only requires a two-week refresher and becomes frustrated in an 11-week course.
  - At MHCC a post-placement program the first week helps identify poor placement.
- We could review the number of remedial courses and course-taking pattern as well.

- Contact with PSU may be seen in the number of students in a recruitment module or with co-admission. The recruitment module could provide a good source of data provided they have not purged their files. However, Kolins questioned the reliability of this data. Does contact initiated by PSU really indicate the intention to obtain a BA?
- We could do a content analysis to compare transferability policies and identify conflicts at different institutions.
- HD100: College Success Class as a potential data source
  - Students develop navigational and study skills regardless of a Baccalaureate degree goal.
  - Available to both applied and associative science students
  - One course outcome is development of an educational plan. This may reflect connections, commitment and degree pathway.
- What about involvement in culture activities? PCC does not collect this data. Does MHCC?
- We could look at participation in TRIO, Upward Bound, SSS and tutoring programs where students are tracked.
- Transitions and Transiones programs have high Baccalaureate degree attainment. This data is tracked because the programs are grant funded.
- Could we also consider programs for displaced homemakers and single parents?
- Other potential avenues include looking at age, socioeconomic data (if available) and means by which students pay for college.

Qualitative

- Maybe we should revisit perceptions of affordability and utility of the degree which varies across groups. Perceived value, etc. should come out in the interview process.
- Students' cost/benefit analysis for attending institution.
- Perhaps some of these questions may be evaluated using both quantitative and qualitative data, such as contact with a 4-year institution.

**Conclusion:**

We need to review what is missing from the picture. We should also consider what questions may be addressed quantitatively, qualitatively or by both means.

**Action items**

**Person responsible**

**Deadline**

✓ Continue review of policies and potential data sources. all

**Agenda item:** Planning for Qualitative Interview Protocol.

**Presenter:** Ketcheson Smith, M.

**Discussion:**

*Subjects for interview:*

Students

- M. Smith suggested talking to people who completed the Baccalaureate degree. Perhaps we could get a representative sample of students in each year and track forward.

- Could we use a new cohort of students who are in each stage?
- Could we narrow the pool to include students in one stage, such as readiness?
- Ketcheson suggested using a few students in different stages of the transfer process.
- M. Smith would like to use a survey to narrow the pool and would like to limit the number of interview and focus group participants to 100.
- As long as it is not outside the parameters of our study, student interviews should drive the qualitative data.
- M. Smith will need to justify selection of interviewees in his write up.

#### Policy makers

- Part of proposal is interviewing actors at the institutions involved with students/policies.
- Potential issue: Kinnick and Allen suggested that interviews with policy makers may not get objective data. Interviewees may not be aware of the difficulties students have with policies or they may be defensive about negative student impact of their own policies.
- Pitonzo suggested interviewing students with higher success rates who utilize more services. We could ask this about what support structures were the most helpful. Then, by identifying people who were important for providing support structure, we could narrow the list of policy makers.

#### *Focus of interviews.*

#### Stage Concentration (readiness, transition and early success)

- Kinnick suggested focusing on readiness first, and then using the data to inform other stages. Other stages would be a later focus.
- Pitonzo noted that readiness may be a difficult area because of large data size.
- If we focus on readiness, Jagnoik added that we should questions about why the students are attending school.
- The transition piece may also be an important area of concentration.
- If we interview students who complete a Baccalaureate degree, we may want to arrange questions around all three stages.

#### Policy

- When talking to students, we should focus on things an institution can change because part of the research is making a recommendation for improvement.
- More abstract details, such as student life, are outside the scope of our research. We should focus on policy instead.
- M. Smith feels that college knowledge, affordability, utility and work may be important areas of focus.
- Kinnick added that our thoughts on policy do not include what may be called "interventions", such as changing perceptions; however, these items could translate to system change.
- The discussion should include policy framework and implementation of policy.
- The target audience for research may go beyond policy makers in higher education and include state boards and K12 administration.

#### *Process for interviews and analysis.*

#### Survey

- M. Smith proposed doing a survey to garner details prior to interviews. This is not in the current budget but may not be completely out of question.
- M. Smith should supply the areas of data he would like.

- Ketcheson suggested that it may be possible to use a web survey and transfer funds from OIRP to cover analysis.
  - We have better access and more email addresses of recent graduates.
  - We need at least a 5% response rate to be useful.

### Budget

- We do not have an extensive budget for the interview process. With a modest proposal we may be able to pay for certain items.
- Note: Walleri was planning on doing much of the work himself with the help of his staff. He was also focusing on a smaller group.
- M. Smith will draw up most his ambitious design with a budget for this year. He will also provide a design and budget with which he would be comfortable if the larger plan is not fiscally possible.
- We may want to use focus groups rather than interviews because we do not have the budget for many in-depth interviews.
- MHCC has a transcription program that may be useful.

### Analysis

- M. Smith would like to involve teams during the initial analysis. He would really like a weekly meeting for literature review and discussion. Is it possible to have research assistants for this part? Carpenter is the research assistant for the project and the person who should be involved in the piece. Krentz can also provide support in this area.
- Allen suggested getting the help of some of his doctoral students who may be interested in independent study. The data may be rich enough for multiple interests. Is it possible to turn this into a class?
- A more comprehensive qualitative approach with a larger pool of participants could be the focus of a future proposal, perhaps the next phase funded separately.
- Would faculty from the community colleges be interested in participating?

### Other institutions in study

- Florida has a graduate assistant who is doing the qualitative research piece as a dissertation. Because Florida can not use unit record data and must rely on state data, the focus of their research will be different, more qualitative, than ours.
- It is unclear where Arizona will focus as they are just joining the study.

*Timeline for interviews and analysis.*

### Considerations

- We need to revisit goals and parameters of our proposal to determine.
- We need to check the deliverables of the current grant.
- We should have some preliminary information for the annual report due in June.
- Lumina is flexible; however, we need to begin the process.

### Proposed timeline

- We would like to have interviews with Baccalaureate degree completers in spring 2007.
- Another possibility is to have survey results and a protocol as the June product and save the interviews for the third year.
- Perhaps there could be a pilot focus group as a model for year-three deliverables.

**Conclusions:**

We still need to agree upon a plan and budget for the qualitative portion of the project. We also need to finalize anticipated products for June. This will help drive other considerations.

<b>Action items</b>	<b>Person responsible</b>	<b>Deadline</b>
✓ Qualitative research design and budget (both dream and austere).	M. Smith	
✓ Further consider areas of focus and subject pool.	all	

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**Agenda item:** Updates.

**Presenter:** Ketcheson

**Discussion:***December 7<sup>th</sup> Meeting*

- Research team members from Arizona and Florida will be attending the meeting, including Nancy Schollock.
- We will meet in a large group from 1-3 pm.
- Ketcheson will meet with those involved in project planning after 3 pm.
- The meeting will be at the Native American Center, Room 180.

*Other Meetings*

- The Steering Committee will meet again prior to Dec. 7<sup>th</sup> but the whole group will not meet until then.
- Ketcheson met with Guy Seigert again to establish some connection with the Consortium.
- The Data Committee will meet before the end of the term, preferably before the 12/7 meeting.