

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

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**UTRN Project Meeting, PM session**

**12/07/2006**

**1:00 – 3:00 PM**

**PSU, NASC 180**

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<b>Meeting called by:</b>	Kathi Ketcheson	<b>Meeting Type:</b>	National Project Meeting
<b>Facilitator:</b>	Kathi Ketcheson	<b>Note taker:</b>	Jewls Krentz
<b>Attendees:</b>	J. Allen, R. Carpenter, P. Collier, T. Green, J. Ignash, J. Jagodnik, K. Ketcheson, C. Kolins, J. Peterson, B. Pitonzo, D. Schwalm, N. Shulock, M. Smith, R. Smith, J. Stoering.		

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**Agenda item:** Welcome and introductions

**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 Graduate School of Education. She will be working on the project half-time. She may be reached at [jewls@pdx.edu](mailto:jewls@pdx.edu) or 503-725-3428.

*Communications*

Website:

PSU is developing a website to serve as a means a portrait as well as communication for the project. The site is not live yet but will be soon.

Print Materials:

PSU is developing print materials for internal and external distribution that may be used to provide information about the grant.

**Agenda item:** Summary of morning session

**Presenter:** Ketcheson

**Discussion:**

*USF*

In Florida 2/3 of transfer students complete the Associates prior to transfer due to state policy, common course numbering and 2 + 2 Associates degrees.

Qualitative Pilot Study

- USF originally thought of using focus groups for the qualitative piece but decided to use e-journaling to collect data. The students are younger and in an internet mode. E-journaling seems more promising with this population.

- The qualitative study addresses three main questions:
  - What is success?
  - What are the supports?
  - What are the barriers?
- The methodology will use the guidelines set forth from Mitchell and Coltrinari (2001) in exploring student e-journal writing:
  - Descriptive: What occurred that is significant to you in your transfer adjustment process?
  - Metacognitive: What were your perceptions and feelings?
  - Analytic: What do you understand as the reasoning surrounding this issue?
  - Evaluative: What were the implications for you?
  - Reconstructive: What changes would you recommend?
- The pilot will bring results this summer.
- The cohort will be students at Hillsborough Community College (HCC) when they first transfer to USF.
- Students will complete an e-journal addressing the three questions. USF will contact participants via email every 2-3 weeks with probing questions throughout the process.
- Students in the pilot group will be mostly education majors due to prior relationships.
- Shulock expressed concern about the generalizability of USF's e-journal method. The e-journals would be produced by individuals who have already overcome some barriers and are at a certain point in the process. It does not yield data that may be generalized to students at earlier points such as those just beginning community college. Ketcheson suggested that the USF data still adds to the discussion and the larger project. PSU can contribute data about earlier stages. Kinnick added the generalizable value of using the e-journaling method may be the method itself. It may add to research by determining if the e-journal method will work for this population and these questions.

#### *ASU*

- Schwalm seems to have a good handle on policy in Arizona. PSU may use some of this information to guide their study.

#### *PSU*

- Demographics in the quantitative portion of the study will not include socioeconomic status (SES) and parental education. Kinnick suggested including some SES and first generation data in the qualitative study. There may be potential to eliminate these categories from the quantitative study if these variables do not present significant differences after qualitative analysis.
- The goal of the qualitative piece at PSU is to support the quantitative and policy analyses. PSU may use USF's model to develop the qualitative protocol.
- Ketcheson will review USF and ASU studies and look for convergences regardless of methods.
- PCC will be studying students who do not return winter term. This could provide information for later use.

**Agenda item:** Discussion of issues

**Presenter:** Kolins

**Discussion:**

*Policy Context*

Definition of "Transfer"

- Schwalm noted that student counts at day 45 or week four of a term will not account for early student attrition. It could be important to look at those transfer students who do not make it to this cut-off.
- Collier asked if terms may be expanded. Does readiness include those that drop before the 45 day/4-week period? Are there ways to chunk these data that are meaningful?
- Does readiness started at post-secondary level or at a certain transfer point?
- Is transfer determined by declaration of a major or reaching a number of credits?
- Kolins suggested that it may be helpful to review transfer criteria at different institutions. How do policies related to transfer students differ between states?
- Schwalm suggested each member look at his or her own institution and analyze.
- ASU offers a BAS. It is a degree completion program requiring completion of the AAS degree first. If students do not get the BAS then they are offered a course by course transfer option.

State Goals

- Kinnick asked what individual state goals are for baccalaureate attainment. Shulock noted that the goal of the project is to increase baccalaureate attainment. It may not be necessary to ask about the specific goals of the states. Ignash added that state baccalaureate goals provide background context.

Funding

- Smith, M. stated that funding and articulation are significant. How do states propose to make private and public institutions available to students? There are limitations on financial aid, etc. for private institutions. Policy often limits access of underrepresented students to private institutions.
- Smith, R. noted that state funding is an important part of the policy context. Oregon has priced many students out of community colleges because of lower state support during the recession. There is not enough aid at the community college level to keep it affordable. Community college tuition rates have increased tremendously. Many part-time students have been lost.
- Peterson noted that at Western Oregon State College tuition is guaranteed over 4 -5 years. This policy has a direct impact on the perception of risk. Are there other policies that decrease perception of risk? Such as not charging students for remedial courses after acceptance.
- Smith, R. offered that students at PCC or MHCC who finish a certain number of adult education courses may take a number of community college courses free of charge.

### Readiness in Early Stages

- Pitonzo noted the importance of looking at early stages in the model. Persistence at these stages will affect transfer and degree attainment.
- Smith, R. noted that many support programs at the community college level result in 80% positive outcomes. However, these programs are expensive.

### Other

- Ketcheson is planning a proposal for AIR this spring that will characterize the three states on some kind of schema. What policy areas does each represent?

### Policy Families:

1. Self-inflicted vs. legislation-enforced policies
2. Baccalaureate attainment goals
  - What are state-wide goals?
  - What is the level of education for the state?
3. State funding
  - How do states fund education?
  - Funding for public vs. private institutions.
  - Pricing, cost for students
  - Policies impacting perceived risk
4. Articulation
  - Florida: common course numbers, 2 + 2 and 4 + 2 programs
  - Arizona: "little leaking" if students pay attention
  - Identification of a major by junior year
5. Transfer policies
  - Do students know what to do when it counts?
  - What do these affect at-risk populations?
6. Advising quality
7. Transfer rates of minorities
  - Numbers of students represented
  - Who sets target: institution or state?
8. Contextual vs. actionable
  - What are things that can be acted on at an institutional level?

### *Data Challenges*

- Addressed during morning session. Further discussion deferred.

### *Audiences*

To whom will we present findings?

- State boards
- Joint boards
- Consortium
- Other states who may be of interest to Lumina
- State lawmakers
- P-16 initiatives
- Accrediting bodies
- National associations
- Grant funding agencies
- Students
  - Be careful not to draw attention to a problem without providing potential solutions
  - One of the purposes of grant research is to develop recommendations.
- Note: the framework can be presented as a research tool prior to making recommendations.
- The goal of the project is to start the conversation.