

HOLDING ON

Predicting Student Success in a Community College

RETENTION

46% of all first time college freshman in the United States begin at community college

44% of all US undergraduate (Am Assoc Of Comm Colleges)

47% first-time freshman enrolled in Community Colleges in 1997 (Vaughn 2000)

Only 5% of research specifically addresses community colleges

- Open Admissions
- Older Population
- Diverse Academic Goals
- Commonly Commuter Campus

RETENTION

Impact of 4-Yr perspective on research models

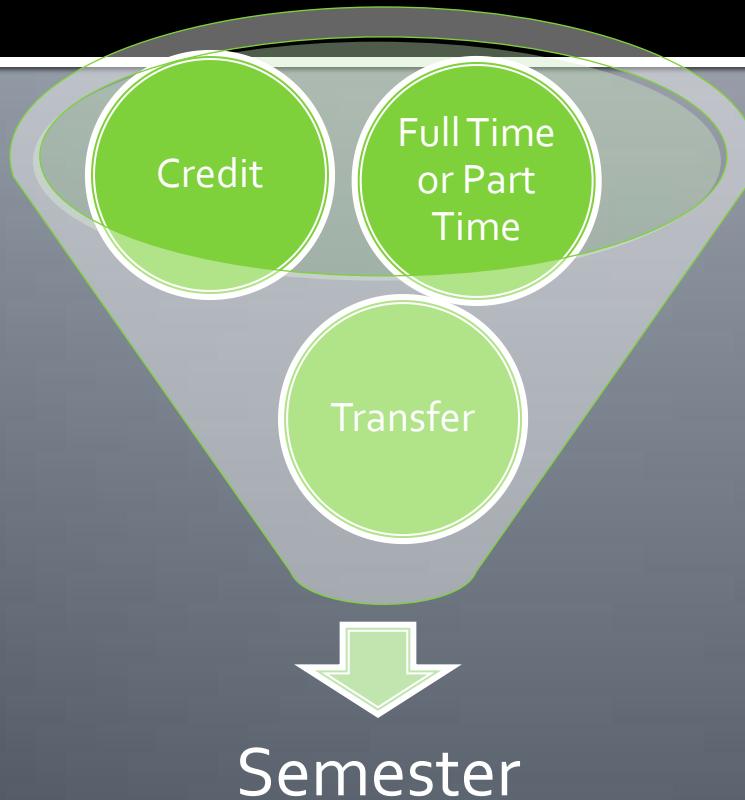


Common Variables

- SAT scores/GPA
- Financial Aid
- Family Background
- Ethnicity

RETENTION

CommColl environment is not considered in traditional approach



Common Variables

- students of color
- not on financial aid
- first generation higher ed
- reasons for attending

Reframe Unit of Measurement

Students can not be the problem.

Though some might argue otherwise, I assume that student attributes are largely beyond institutional control, or at least beyond our capacity to substantially alter them.

This is clearly not the case for the setting in which students are placed ...

By focusing on the conditions in which we place students, we are necessarily led to the sort of changes we can and should make to enhance student retention.

- Tinto

the QUESTION

Are there institutional policies that could increase the likelihood of students attaining their educational goals?

ATTAINMENT	Goal completion (time frame)
COMMITMENT	Helping students define & develop plan to meet goal
ENGAGEMENT	Helping students successfully engage in attainment activity (social, emotional, academic)

Tinto's Integration (1975, 1987, 1993)
Astin's Involvement (1975, 1977)

Research Question

What institutional factors contribute to the continuous registration of 1st semester community college students?

ATTAINMENT	CONTREG ₁	Fall – Spring – Fall	Y/N
COMMITMENT	Helping student define and develop plan to meet goal		
	DECL	Declared a Major	Y/N
	CrHrs	# of Credits Reg 1 st Sem	#
ENGAGEMENT	Helping student engage in attainment activity		
	FACRAT	Taught by FT Faculty	%
	FRSEM	Took Freshman Seminar	Y/N
	COLRAT	Have College Level Courses	%

Control for ethnicity (BLK, WHT, LAT) and sex (1,0)

the Method

LOGIT REGRESSION ANALYSIS

DATA SAMPLE

3217 Students registered for Fall 2007

1340 Students registered for Fall 2007 and Fall 2008

2409	Complete Records (all variables)
1436	Non-Continuous Registrations (59.6%)
973	Continuous Registrations : Fall /Spg/Fall

METHODOLOGY

Probability
Regression
Logit

Y/N Dependent Variable.
Multiple Independent Variables
Mixed Continuous and 5 Independent Variables

Included a consideration for gender and ethnicity

Summary of Findings

Model has a good fit as evidenced by statistically significant χ^2 score and acceptable Pseudo R²

Black students are 20% **less** likely to continuously enroll than other students

White students are 30% **more** likely to continuously enroll than other students

No statistical significance for Latino students

You are **160 times more likely** to continue if you declare a major

Optimal Load is 11.5 credits (ie. Full time)

NOT JUST ANY COLLEGE COURSE,
but a core academic course

revisiting the QUESTION

Are there institutional policies that could increase the likelihood of students attaining their educational goals?

ATTAINMENT

Goal Completion (Time Frame)

Encourage Full Time Enrollment

Explore Services for African-American Students

COMMITMENT

Helping students define and develop plan to meet goal

- Help students declare and define major
- Develop ability to track student intent
- How easy should it be to stay non-matric

ENGAGEMENT

Helping students successfully engage in attainment activity (social, emotional, academic)

- Reconstitute Freshman Seminar
- Consider access to at least one college level course
- Consider impact of new adjunct policies

What We Did

Policies & Programs enacted as a result of this study

ATTAINMENT

Goal Completion (Time Frame)

- Full-Time Enrollment (Fastest Growing CommColl)
- Next Step Academy (Mentoring Program)

COMMITMENT

Helping students define and develop plan to meet goal

- SOAR software.
- Intent on entrance survey. 90% say desire degree.
- Addressing non-matric issue this year

ENGAGEMENT

Helping students successfully engage in attainment activity (social, emotional, academic)

- CSS Seminar (from 17 to 52 sections).
- Increasing readiness for greater access
- Enhanced training for adjuncts

revisiting the QUESTION (again)

Taking it one step further.

ATTAINMENT

Goal Completion (Time Frame)

How do you develop a culture of completion

What systems/measurements need to be in place to make this happen?

COMMITMENT

Helping students define and develop plan to meet goal

- Completion Project
- College Plan
- Self worth and increased expectations (Levitz Survey)

ENGAGEMENT

Helping students successfully engage in attainment activity (social, emotional, academic)

- Freshman Seminar as Mandatory
- Institutionalize Milestones
- Develop Common Responses to “stalled” students

HOLDING ON

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