



Contrasting Approaches to the Tracking of Community College Student Retention



Dawn Kenney

Senior Research Analyst

Kayleigh Carabajal

Director, Institutional Effectiveness

June, 3, 2002

Overview

- Previous Retention Research
 - Cross-sectional – point emphasis
 - Longitudinal – pattern emphasis
- Current Model – Student Intent
 - Retention as an institutional strategic issue
- Future Visions



Definitions:

- Retention- student re-enrollment at the college from one fall term to the next
- Student Intent- students' educational, academic, and personal development goals
- Intent Model- categorizing students' intent based upon enrollment behaviors

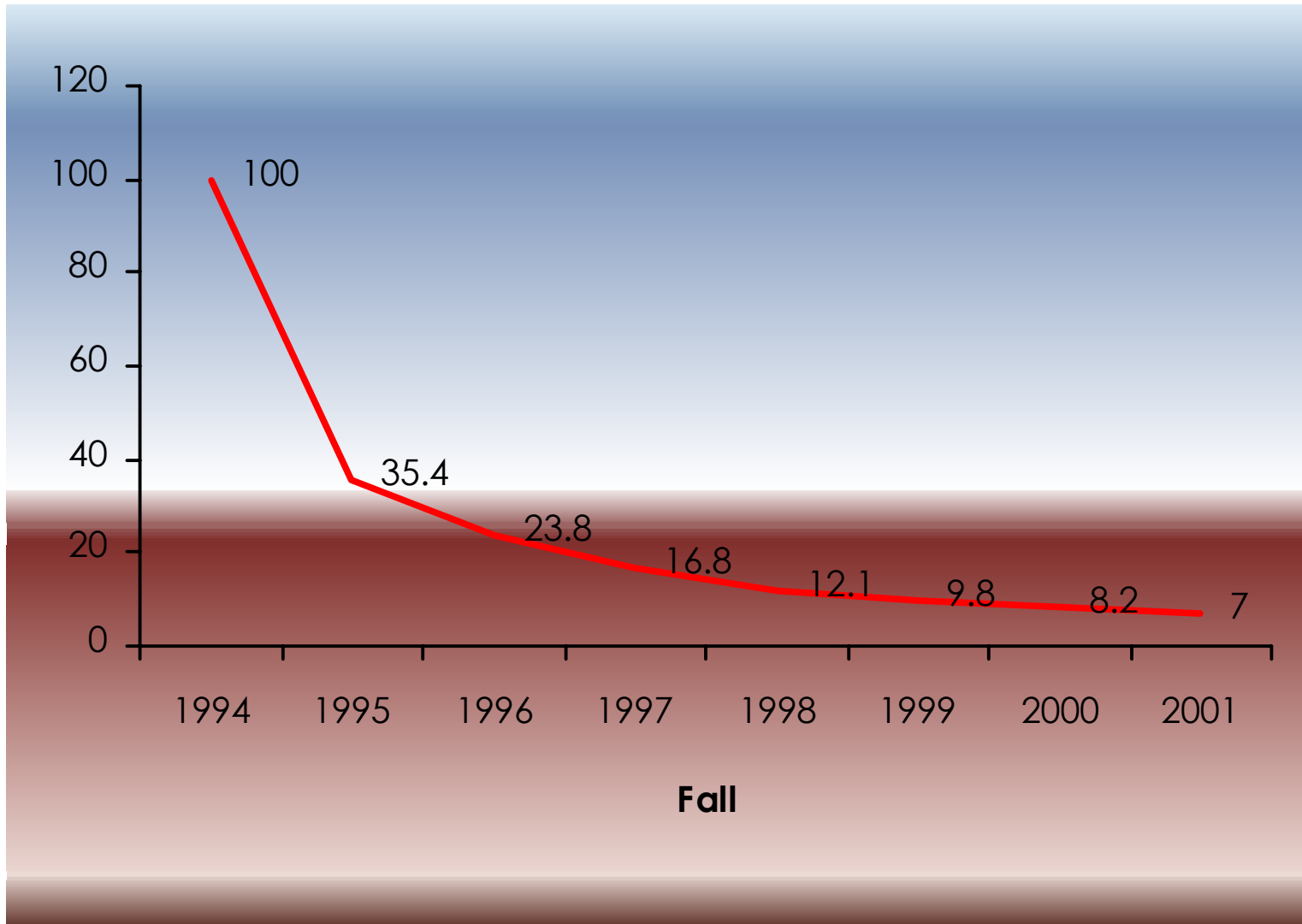


Point Emphasis to Pattern Emphasis

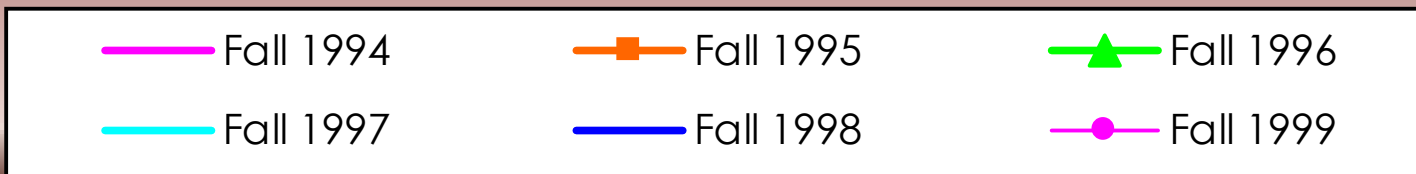
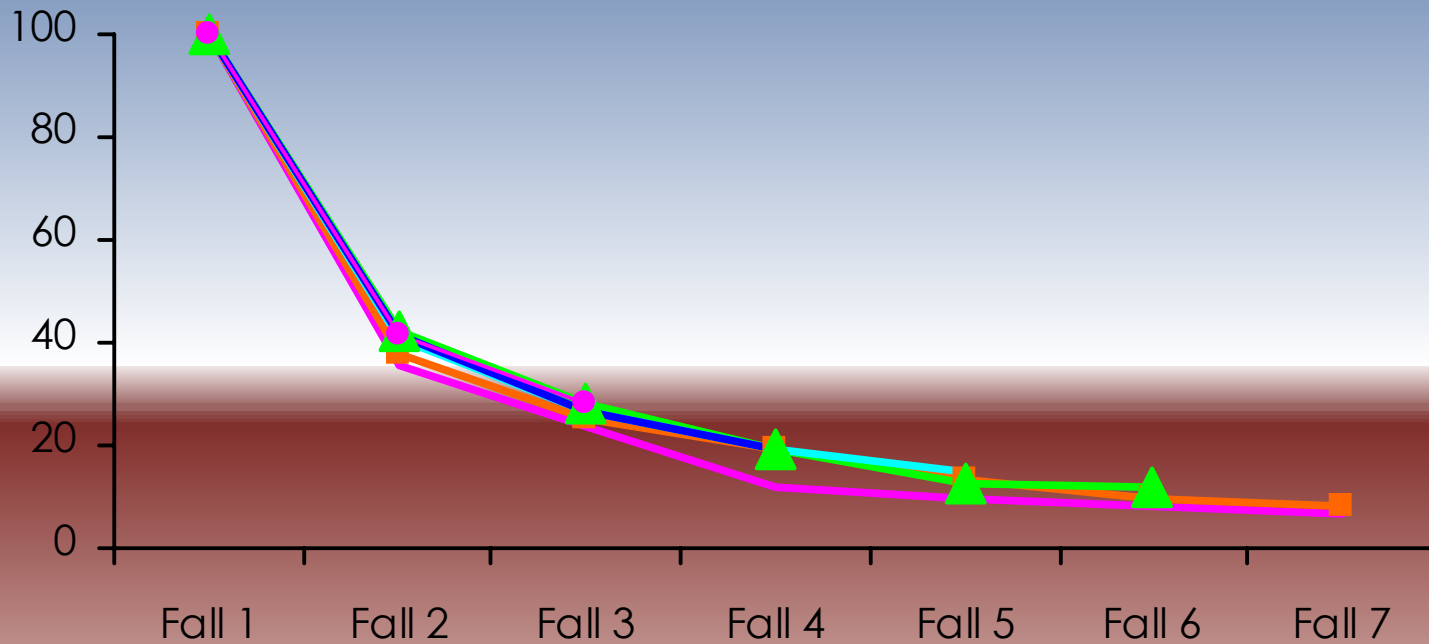
- 1. Longitudinal cohort-by-cohort comparisons
 - Enables us to answer:
“How are we (institution) doing?”



Fall 1994 Cohort Annual Retention (%)



Fall Cohorts Annual Retention (%)

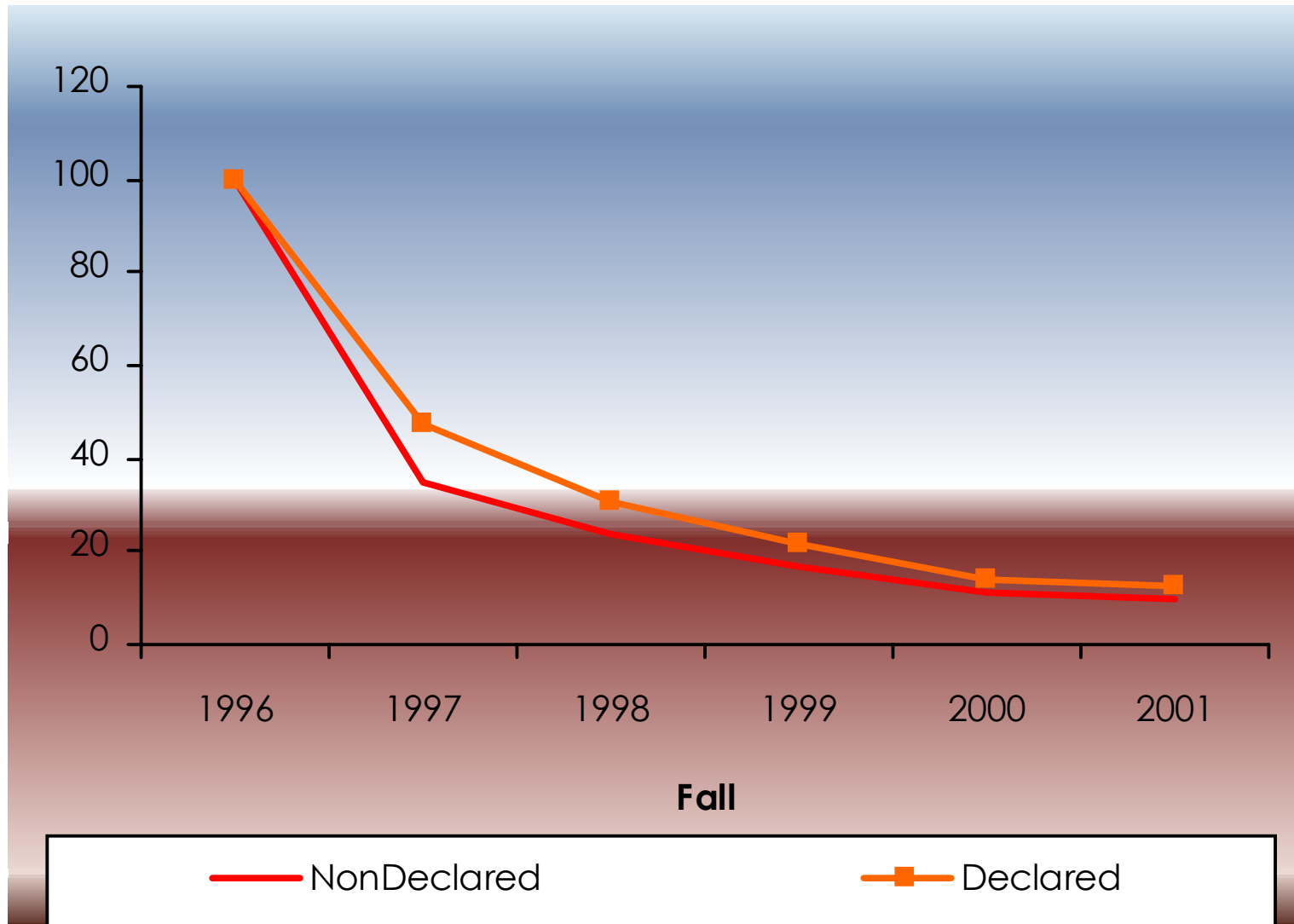


Point Emphasis to Pattern Emphasis

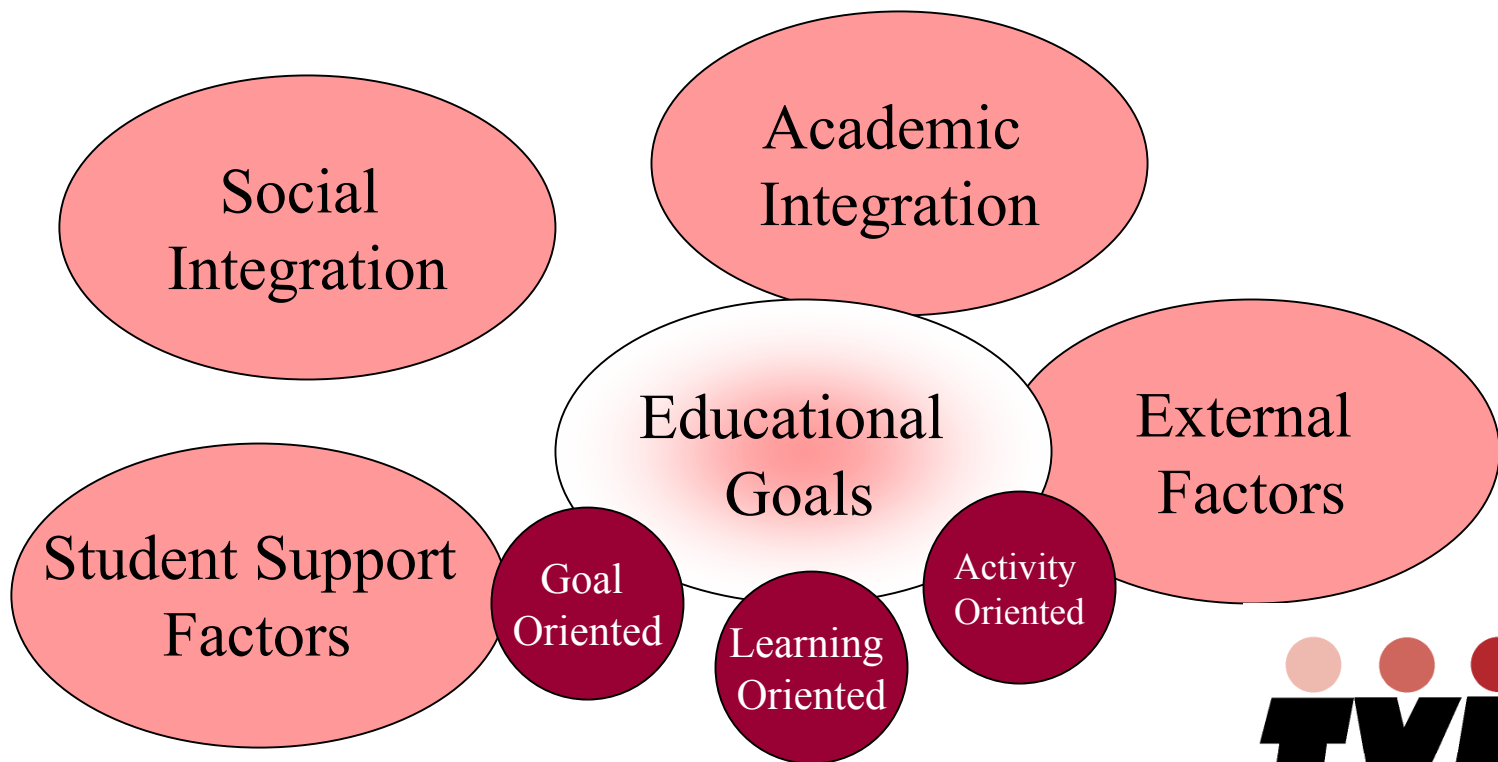
- 2. Demographic comparisons
 - Enables us to answer:
“How are they (students) doing?”



Fall 1996 Cohort Annual Retention (%)



Conceptual Model



Point Emphasis to Pattern Emphasis

- 3. Longitudinal cohort-by-cohort entry intent comparisons
 - Enables us to answer:
“How are they (students - based on enrollment behaviors) doing?”



Intent Model

- Conceived by Nelle Moore, formerly Head of Institutional Research at San Juan College in New Mexico.
- Is used in reporting one of the State Performance Based Indicators all community colleges in New Mexico report.
- Bases intent on student's course taking behavior not what they said on their application.
- 5 intent categories: career, transfer, skill attainment, lifelong learner, and developmental. The following criteria for identifying students in each category were:

Career: took 9 or more technical or vocational hours.
Intend to attain a technical or vocational certificate or degree

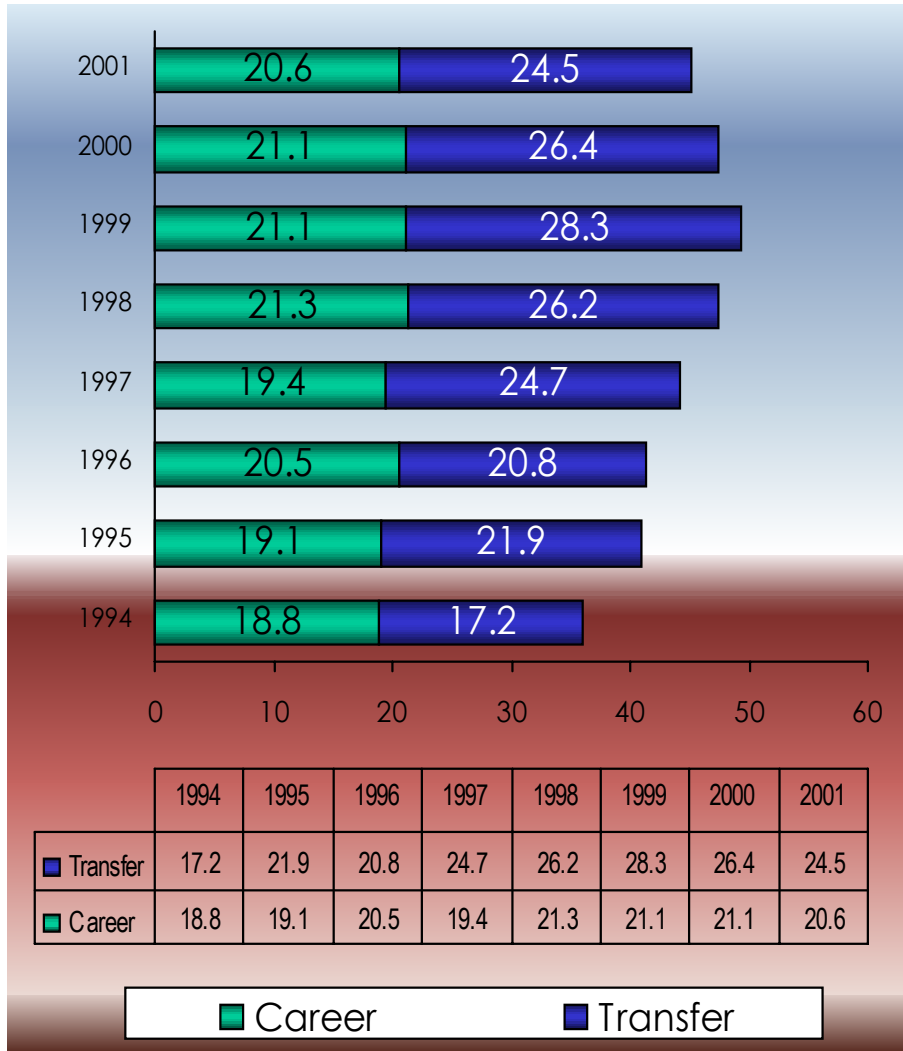
Transfer: took 9 or more Arts and Sciences hours. Intend to transfer.

Skill Attainment: 8 or less vocational hours. Intend to update skills.

Lifelong Learner: 8 or less Arts and Sciences hours. Casual course taker.

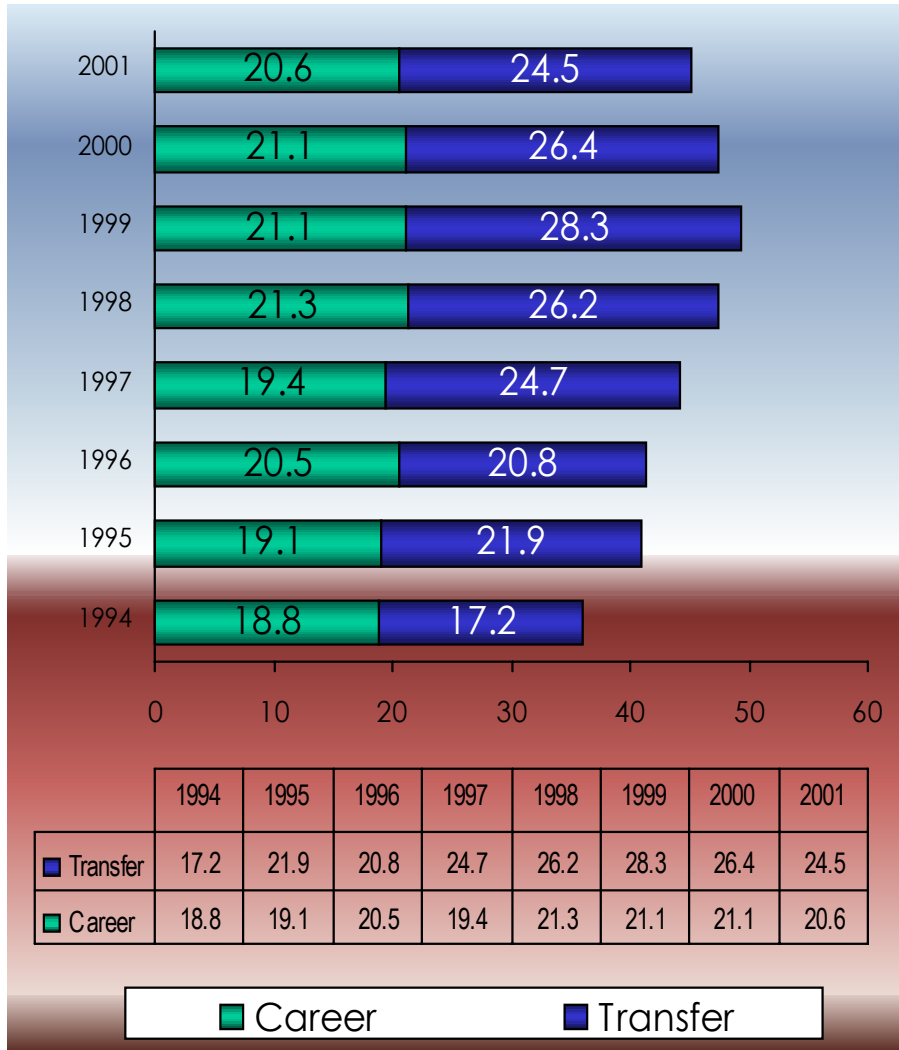
Developmental: Took only developmental courses.

Career and Transfer



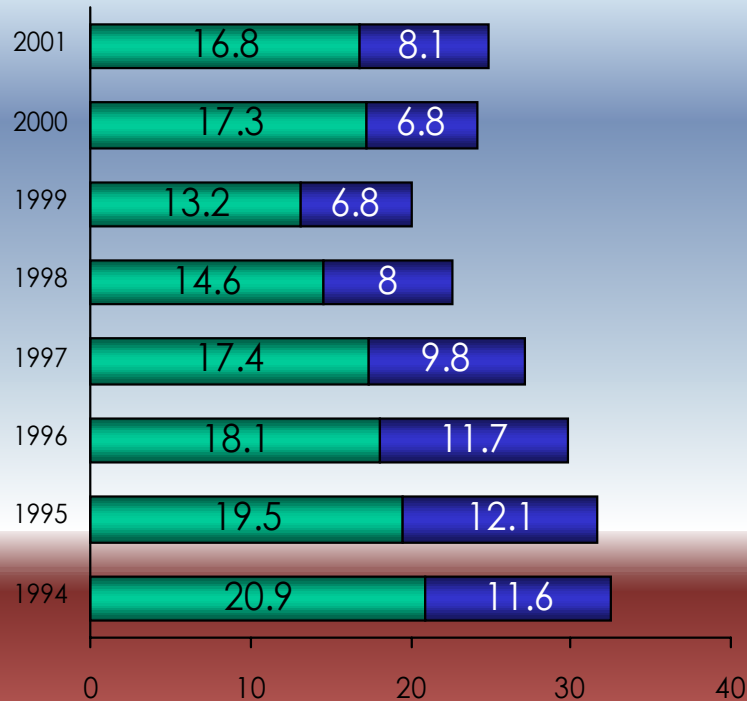
- Expect these students to graduate with most awards.
- Expect students in these intent categories tend to have higher retention rates.
- Together, career and transfer have grown from 36% to 45% of total cohort. This is mostly due to increase in the transfer category.

Career and Transfer (Continued)



- Approximately 12% of career students graduate after 3 years and 5% of transfer.
- Students in these categories have the highest retention rates.
- While less than half of students in the cohort, career and transfer students account for approximately 72% of all awards attained by those in each cohort after 3 years.
- 92% of those who received a Career type award were in the Career intent category.
- Half who received a Transfer type award were in the Transfer category. Over half appeared at a 4-year institution in New Mexico.

Skill Attainers and Lifelong Learners

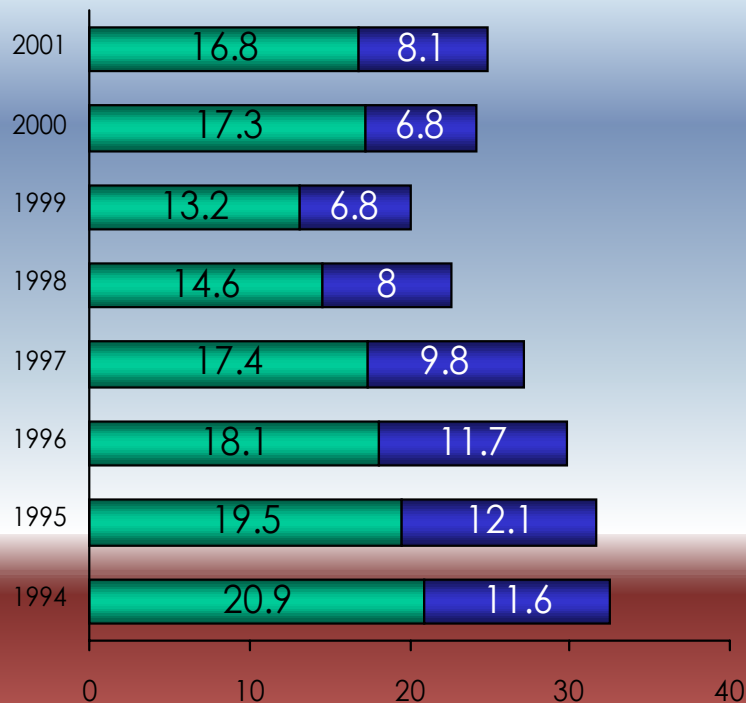


- Do not expect many to graduate.
- Skill attainers expected to take mostly career or technical courses.
- Lifelong Learners expected to take mostly academic courses.
- Together, skill attainment and lifelong learner have decreased from about 33% to 25% of total cohort.

	1994	1995	1996	1997	1998	1999	2000	2001
■ Lifelong Learner	11.6	12.1	11.7	9.8	8	6.8	6.8	8.1
■ Skill Attainment	20.9	19.5	18.1	17.4	14.6	13.2	17.3	16.8

■ Skill Attainment ■ Lifelong Learner

Skill Attainers and Lifelong Learners (Continued)

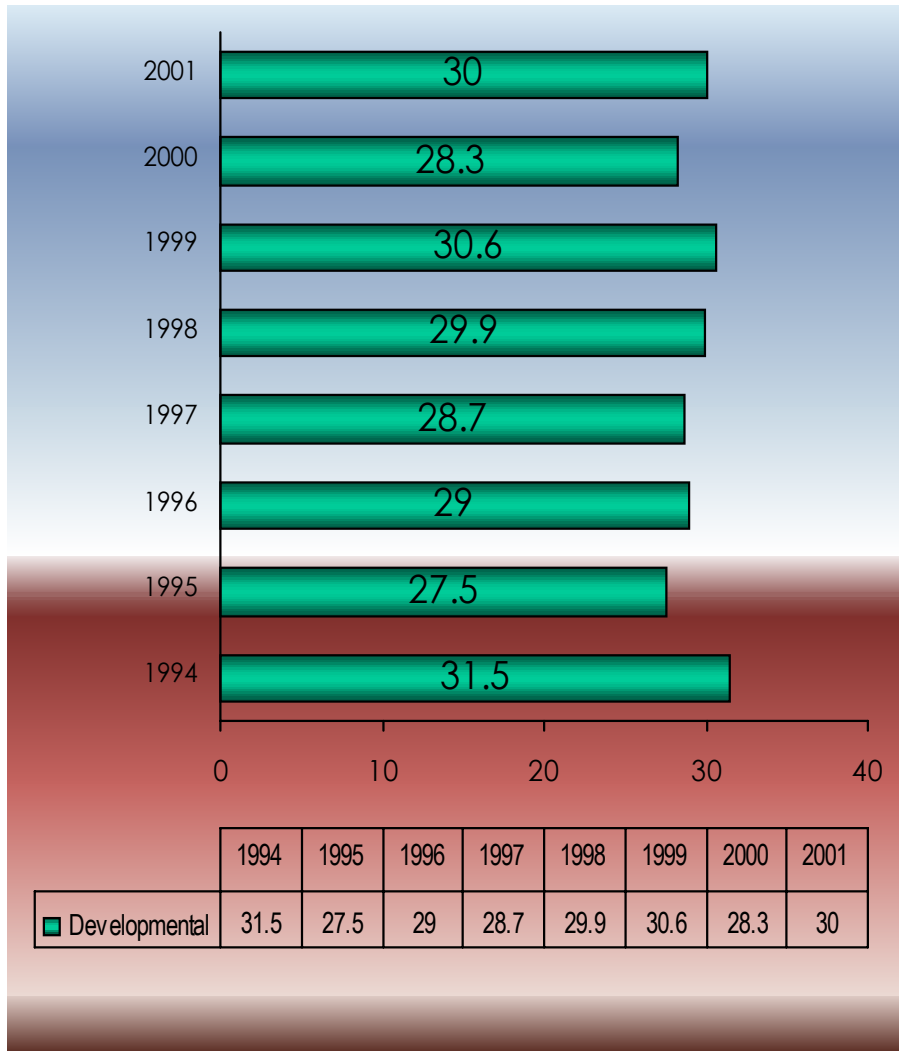


- Few in either category graduate after 3 years. Together they account for about 10% of all awards attained by each cohort after 3 years.
- Retention is lowest in these categories.
- 97% of skill attainers get a career type award.
- Only a fourth of lifelong learners received a transfer type award. Two-thirds appeared at a 4-year institution in New Mexico.

	1994	1995	1996	1997	1998	1999	2000	2001
■ Lifelong Learner	11.6	12.1	11.7	9.8	8	6.8	6.8	8.1
■ Skill Attainment	20.9	19.5	18.1	17.4	14.6	13.2	17.3	16.8

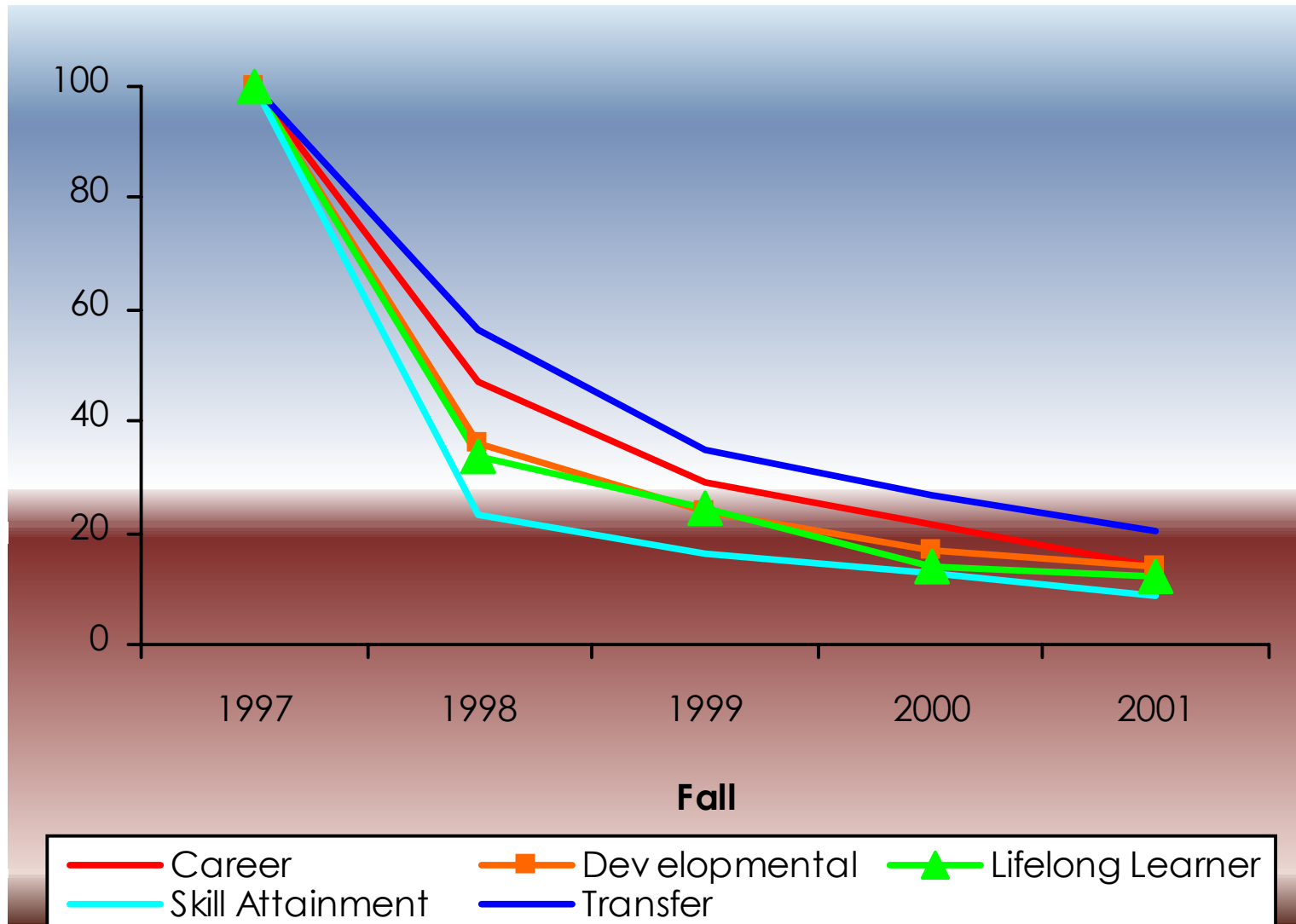
■ Skill Attainment ■ Lifelong Learner

Developmental Only

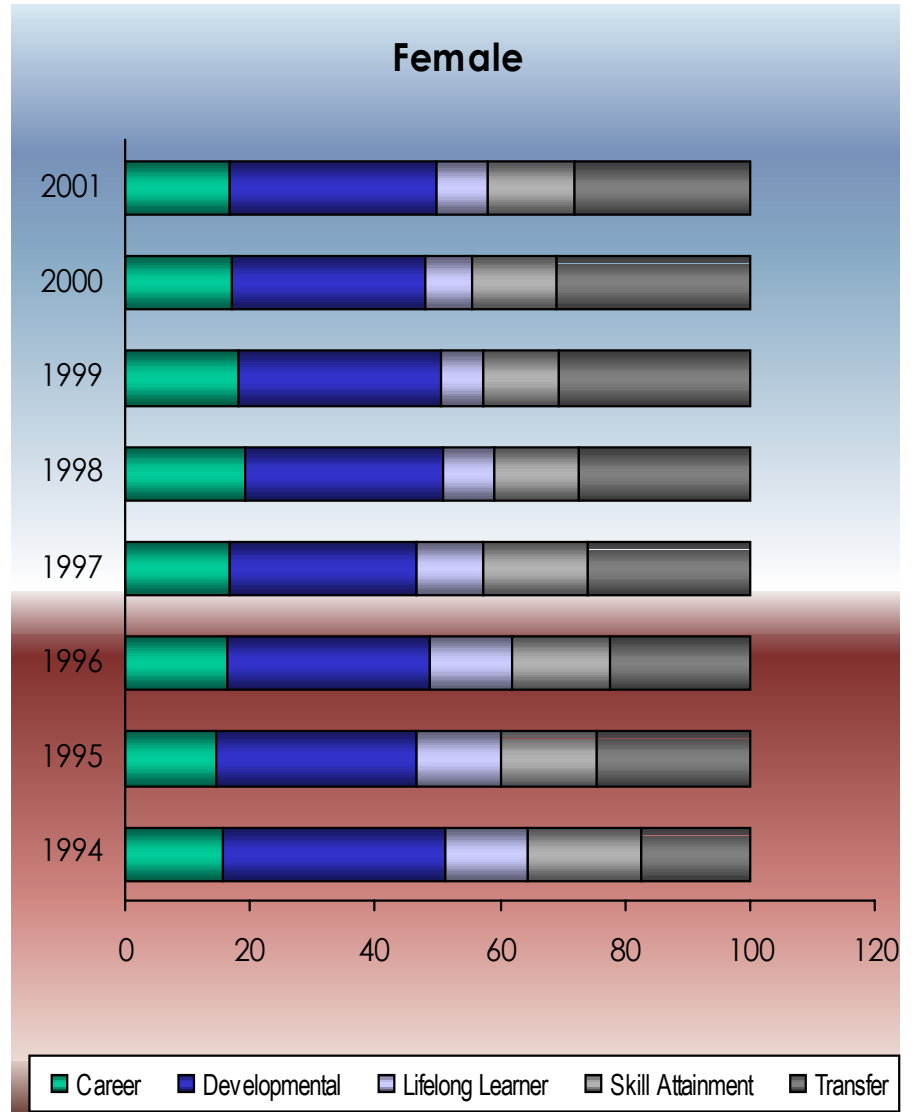
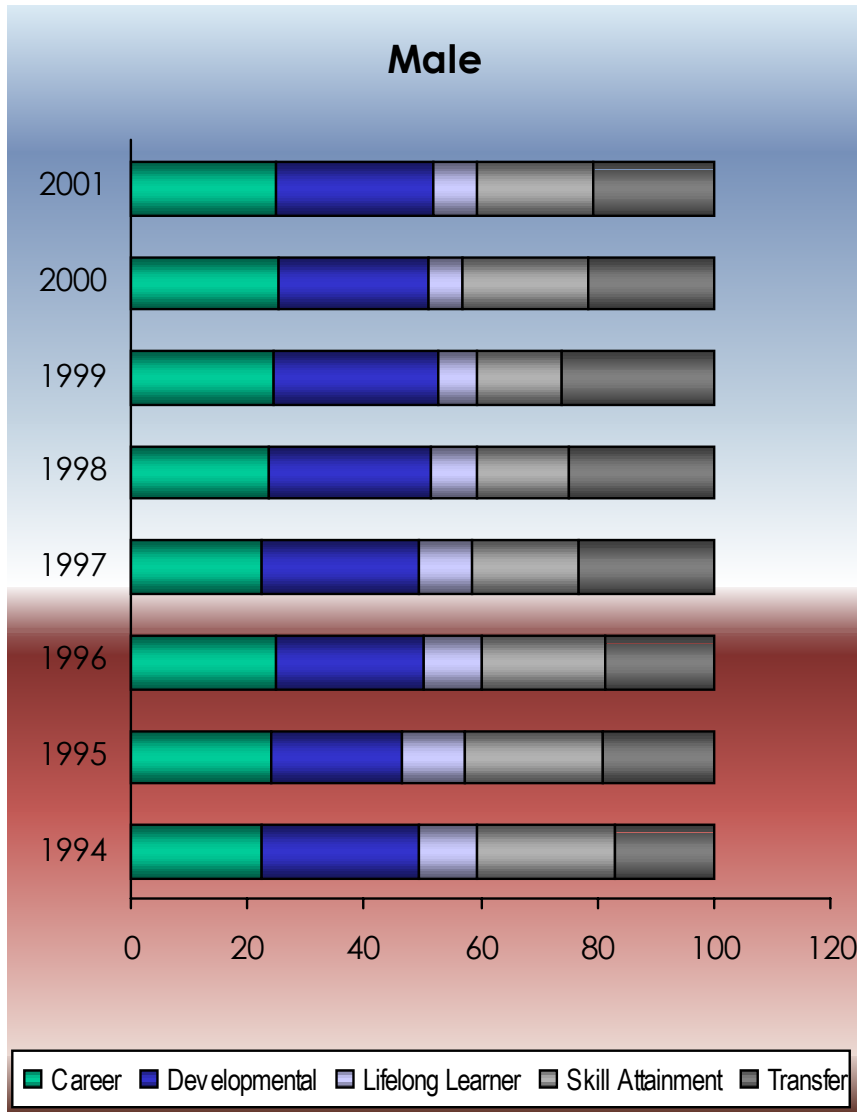


- Students whose entire course load is developmental has remained fairly stable.
- Large percentage of each cohort.
- They account for about 18% of all awards attained by each cohort after 3 years.
- When students in this category graduate, it is usually with a career type award.
- To date, over 90% of developmental who graduated received a career type award.

Fall 1997 Cohort Retention (%)



Intent Cohort Breakdowns by Gender



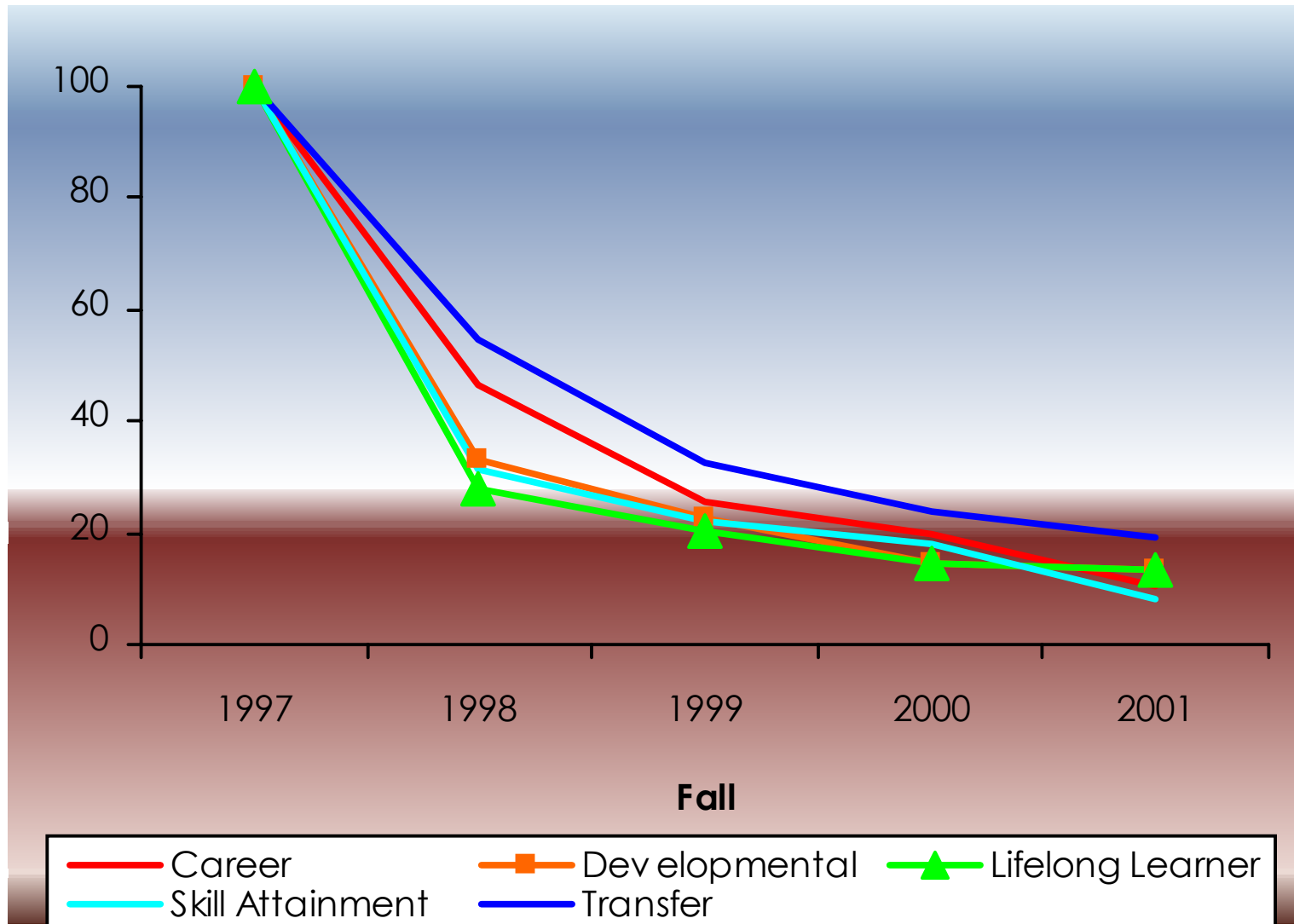
Male

	Intent Cohort Breakdown Percentages							
INTENT	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99	Fall 2000	Fall 2001
Career	22.4%	23.9%	25.0%	22.3%	23.6%	24.5%	25.4%	24.9%
Developmental	26.9%	22.6%	25.3%	27.2%	28.0%	28.3%	25.5%	26.8%
Lifelong Learner	10.2%	10.6%	9.9%	9.2%	7.7%	6.6%	6.0%	7.6%
Skill Attainment	23.6%	23.9%	21.0%	18.0%	15.9%	14.5%	21.5%	20.1%
Transfer	17.0%	19.0%	18.9%	23.3%	24.8%	26.0%	21.6%	20.6%
TOTAL COHORT	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Career & Transfer Only	39.4%	42.9%	43.8%	45.6%	48.4%	50.6%	47.0%	45.5%
Developmental Only	26.9%	22.6%	25.3%	27.2%	28.0%	28.3%	25.5%	26.8%
Skill & Lifelong Learner Only	33.7%	34.5%	30.9%	27.2%	23.6%	21.1%	27.5%	27.7%

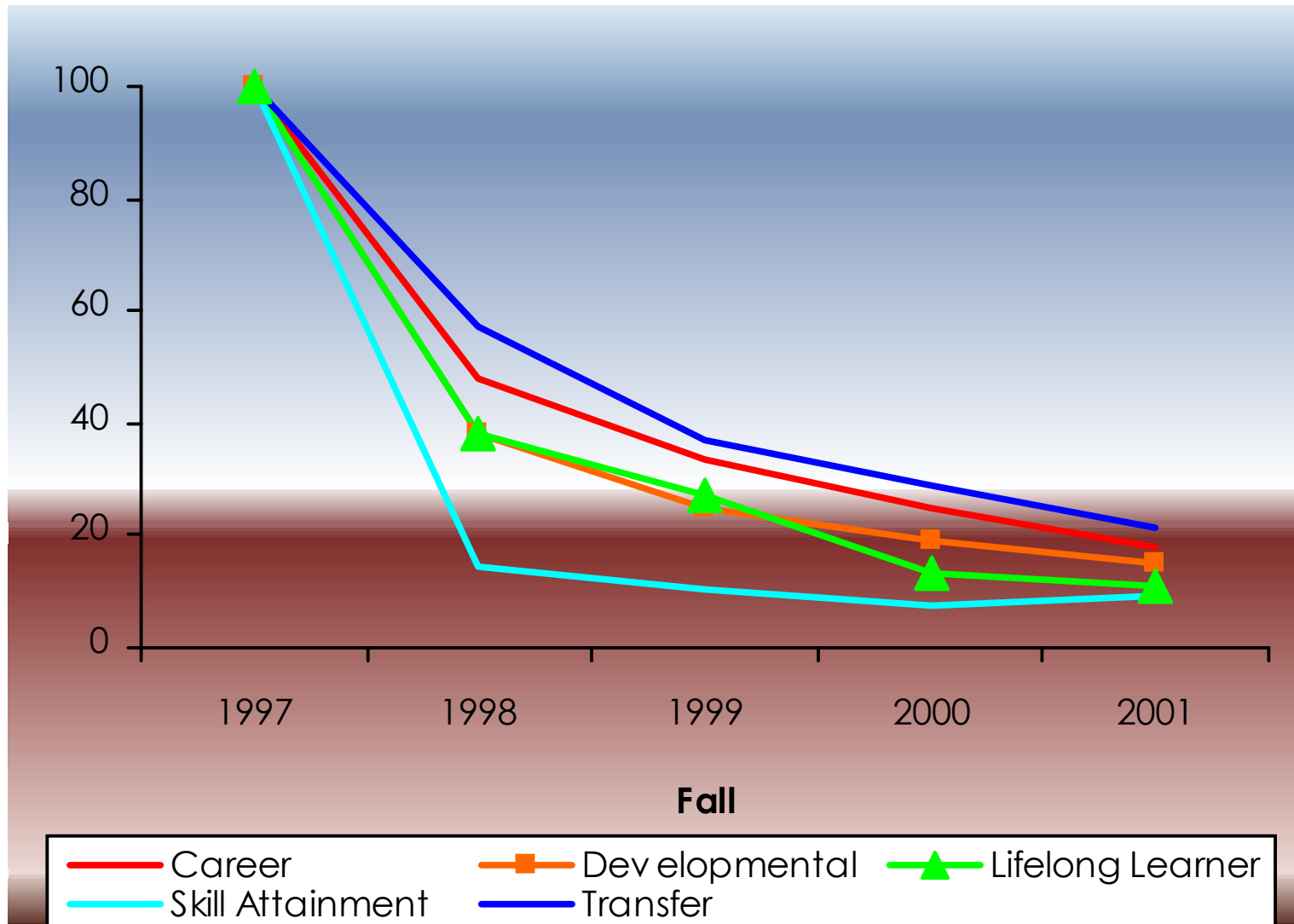
Female

	Intent Cohort Breakdown Percentages							
INTENT	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99	Fall 2000	Fall 2001
Career	15.7%	14.6%	16.5%	16.7%	19.3%	18.0%	17.1%	16.7%
Developmental	35.7%	32.1%	32.3%	30.1%	31.6%	32.5%	31.0%	33.0%
Lifelong Learner	12.9%	13.4%	13.3%	10.4%	8.2%	7.0%	7.6%	8.5%
Skill Attainment	18.4%	15.5%	15.5%	16.8%	13.4%	12.1%	13.3%	13.8%
Transfer	17.3%	24.4%	22.5%	25.9%	27.4%	30.3%	31.0%	28.0%
TOTAL COHORT	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Career & Transfer Only	33.0%	39.1%	38.9%	42.7%	46.7%	48.3%	48.1%	44.7%
Developmental Only	35.7%	32.1%	32.3%	30.1%	31.6%	32.5%	31.0%	33.0%
Skill & Lifelong Learner Only	31.3%	28.9%	28.8%	27.2%	21.7%	19.2%	20.9%	22.3%

Fall 1997 Male Cohort Retention (%)



Fall 1997 Female Cohort Retention (%)



Future Visions

Programmatic

Reflective Backward Research

Alumni

Transfers

Comparison of Student Intent goals and Intent Model

Mixed methodology

“Non-Returning” and Alumni Surveys

NCHEMS surveys



Making an Impact

- 4. Longitudinal cohort-by-cohort entry intent comparisons combined with intervention data.....
 - Enables us to answer:
 - “What are we doing institutionally that impacts how they are achieving their goals?”
 - “How can we improve what we are doing to better serve such goal achievement?”



Questions?

Contact information:

Dawn Kenney: dkenney@tvi.cc.nm.us

Kayleigh Carabajal: kcarabajal@tvi.cc.nm.us

