

# Redefining Student Services: A Personal Touch

Susan Borquez-Dougherty  
Student Services Coordinator - Retention

Edward Karpp  
Director of Institutional Research

Glendale Community College

## From an Administrative Point of View

- A personal approach to retention management
- Analysis and assistance from the Office of Research & Planning
- A personal counselor for each student (caseload management)

# Students Like It!

Glendale Community College

# Office of Retention Services

All Community Colleges face similar problems in the areas of student retention and persistence.

- Why don't students persist, and who are they?
- Why don't students succeed, and who are they?
- Why do students who can succeed decide to leave?
- Why don't students use the services available?

# The “Retention Problem”

## At Glendale College

- About 40% of Fall applicants do not register for any classes (about 2,800 students)
- About 30% of new students who enroll in Fall do not return in Spring (about 800 students)
- About 50% of new students who enroll in Fall do not return the following Fall (about 1,400 students)

# Retention Research

## A) Surveys of Non-Persisters

- Telephone Survey of Applicants
- Mail Survey of Non-Persisters

# Retention Research

## Telephone Survey of Applicants Who Did Not Register

“Why did you decide not to register for classes?”

- Telephone survey of students who filed applications but did not register for classes
- 169 students contacted

# Retention Research

## Telephone Survey of Applicants Who Did Not Register

Primary Reasons for Not Registering:

	<u>% Primary Reasons</u>
Classes full	20%
Job hours conflicted with class times	15%
“Other” reasons	10%
Other scheduling problems	8%

# Retention Research

## Mail Survey of Fall-to-Spring Non-Persisters

“Which of the following were reasons you decided not to enroll at Glendale College in Spring 2000?”

- 39 possible responses
- 4,809 surveys mailed
- 606 responses (13% response rate)

# Retention Research

## Mail Survey of Fall-to-Spring Non-Persisters

	<u>% of Responses</u>
Job hours conflicted with class times	29%
Parking too difficult	24%
Could not take classes at offered times	18%
Family changes	14%
Classes full	9%

# Office of Retention Services

## Student Responses to Mailed Survey (Qualitative)

- Thanks for caring
- Willingness to return to college
- Need for further research on scheduling issues
- Need for personal outreach program

# Retention Research

## Identification of Persisters and Non-Persisters

### Logistic Regression

- 1,834 new students (persisters and non-persisters)
- Dependent variable: Fall-to-Spring persistence
- Stepwise, Likelihood-Ratio Test

# Retention Research

## Identification of Persisters and Non-Persisters

### Predictor Variables

- On academic or progress probation
- Units attempted
- Units completed
- Age
- Semester GPA (thirds)
- Cumulative GPA (thirds)
- Known English/ESL placement
- Known Math placement
- Basic Skills English/ESL placement
- Basic Skills Math placement
- Transfer goal
- Vocational goal
- Undecided goal
- Full-time in Fall
- Took English in Fall
- Took ESL in Fall
- Took Math in Fall
- Sex

# Retention Research

## Goodness of Fit

Predicted 81.9% correctly

Indicator	$\chi^2$	df	Sig
-2 Log Likelihood	1,542.89	1,828	1.00
Model Chi-Square	375.85	5	<0.0005
Improvement	5.48	1	0.019
Goodness of Fit	1,898.22	1,828	0.124
Residual	14.81	13	0.320

# Retention Research

## Significant Predictors

New students' persistence from Fall to Spring was associated positively with the following predictors:

- Not on academic or progress probation
- Units attempted
- Units completed
- Known English/ESL placement
- Known Math placement

# Retention Research

## Significant Predictors

Variable	B	Wald	Sig	R
Probation	-1.53	128.54	<.0005	-0.26
Units Attempted	0.15	71.13	<.0005	0.19
Units Completed	0.01	9.22	0.002	0.06
English Unknown	-0.92	27.93	<.0005	-0.12
Math Unknown	-0.34	5.52	0.019	-0.04
Constant	0.96	24.21	<.0005	

# Retention Research

## Matriculation Outcomes

### Assessment

	No Assessment	English/ESL or Math	English/ESL and Math
Cumulative GPA	2.07	2.00	2.04
Cumulative Units	10.0	23.5	37.1
Course Success	51%	56%	59%
Terms Enrolled	2.3	3.5	4.9
Spring Persistence	44%	64%	78%
Fall Persistence	18%	45%	64%
Complete Transf. Engl.	7%	16%	40%
Complete Transf. Math	4%	7%	26%

# Retention Research

## Matriculation Outcomes

### Orientation

	No Orientation	Orientation Session	STDV 100
Cumulative GPA	1.85	2.18	2.22
Cumulative Units	22.5	38.1	45.8
Course Success	49%	63%	70%
Terms Enrolled	3.6	4.7	5.7
Spring Persistence	63%	77%	89%
Fall Persistence	44%	61%	78%
Complete Transf. Engl.	26%	43%	35%
Complete Transf. Math	15%	28%	23%

# Retention Research

## Matriculation Outcomes

### Student Educational Plan

	No SEP	SEP
Cumulative GPA	1.87	2.41
Cumulative Units	24.4	52.2
Course Success	52%	72%
Terms Enrolled	3.8	6.0
Spring Persistence	66%	90%
Fall Persistence	47%	80%
Complete Transf. Engl.	24%	54%
Complete Transf. Math	14%	38%

# Office of Retention Services

As the persistence profile points out:

- Students who assess are more likely to succeed and remain in school
- Students who do an orientation are more likely to succeed and remain in school
- Students who do an educational plan with their counselor are more likely to succeed and remain in school

# Office of Retention Services

**Initially, the efforts of the Retention Office were concentrated on:**

- Welcome and information calls to new students
- Reminder calls to students who didn't assess or orient
- Outreach calls to students who dropped all their units
- Outreach calls to students who did not return the following semester

# Office of Retention Services

**Glendale Community College has:**

- More than 16,000 Students
- 33 Counselors
- 485 students per counselor

Glendale Community College

# Office of Retention Services

## Tracking Retention Efforts

- Non-Returning Students Contacted by the Retention Office
  - Fall 2000 (contacted in Spring 2001):
    - 6% enrolled in Summer 2001
    - 7% enrolled in Fall 2001
  - Spring 2001 (contacted in Fall 2001):
    - 18.8% enrolled in Spring 2002

# Office of Retention Services

## Tracking Retention Efforts

- Students Who Dropped All Units, Contacted by the Retention Office
  - Fall 2000
    - 5% enrolled in 2nd 9-week courses
    - 40% enrolled in Spring 2001

# Office of Retention Services

## PEP (Process Engineering Program) Redesign:

- The Welcome Center
- Mandatory Testing
- Caseload Counseling Model

# Office of Retention Services

## The Welcome Center

Freshmen need a prevention plan...

Intrusive, proactive strategies must be used to reach freshmen before the students have an opportunity to experience feelings of failure, disappointment, and confusion.

Noel-Levitz

# **Office of Retention Services**

## **Mandatory Testing**

Glendale Community College

# **Office of Retention Services**

## **Caseload Counseling Model**

Glendale Community College

# Office of Retention Services

## Durham College Study

- “When students are shown the relationship between college success and a successful career, they become more committed to their studies, and as a result they attain a higher level of persistence.”
- Outcomes at Durham show that there has been a 54% decrease in student attrition in Applied Arts from 1986-88 since their program has been in effect.

# Office of Retention Services

There is not a lot of magic to this. If we do the following...

- Coordinate our retention efforts
- Show students that we value them
- Track our results

...our students will succeed in reaching their educational goals.