Retention, Persistence and Completion: a National Perspective

KENT A. PHILLIPPE

AVP, RESEARCH & STUDENT SUCCESS

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"Numbers have an important story to tell. They rely on you to give them a clear and convincing voice"

-Stephen Few, founder
Perceptual edge

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Overview

- Who is AACC
- A national context for MC data
- How can we improve?
- Q & A

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American Association of Community Colleges

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The American Association of Community Colleges (AACC) is the primary advocacy organization for the nation's community colleges.
The association represents over 1,100 associate degree–granting institutions and more than 13 million students.

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Major Activities

- Federal Policy Advocacy
- AACC 21st Century Initiative
- Workforce and Economic Development
- Guided Pathways
- Advanced Technical Education
- Voluntary Framework of Accountability
- International Programs
- Research & Data
- Facilitate collaboration among AACC members

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Retention, Persistence and Completion—the national context

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Retention vs Persistence

- Retention – Institutional measure
  - Does an institution retain a student?
    - Fall to Spring retention
    - Fall to Fall retention
    - Fall to year—two retention
- Persistence – Student Measure
  - Is the student continuing to make progress
    - Retention measures above are only part or persistence—transfer and continuity of enrollment are also a part of persistence, and needs data from outside the institution

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How & who you measure matters

- Fall to:
  - Spring
  - Fall
  - Year-two
- Spring or Summer Starter – what is the next term?
- All students, first time students, credential seeking students, etc.
- Total entering student or disaggregated by key student characteristics

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National Student Clearinghouse Research Center™

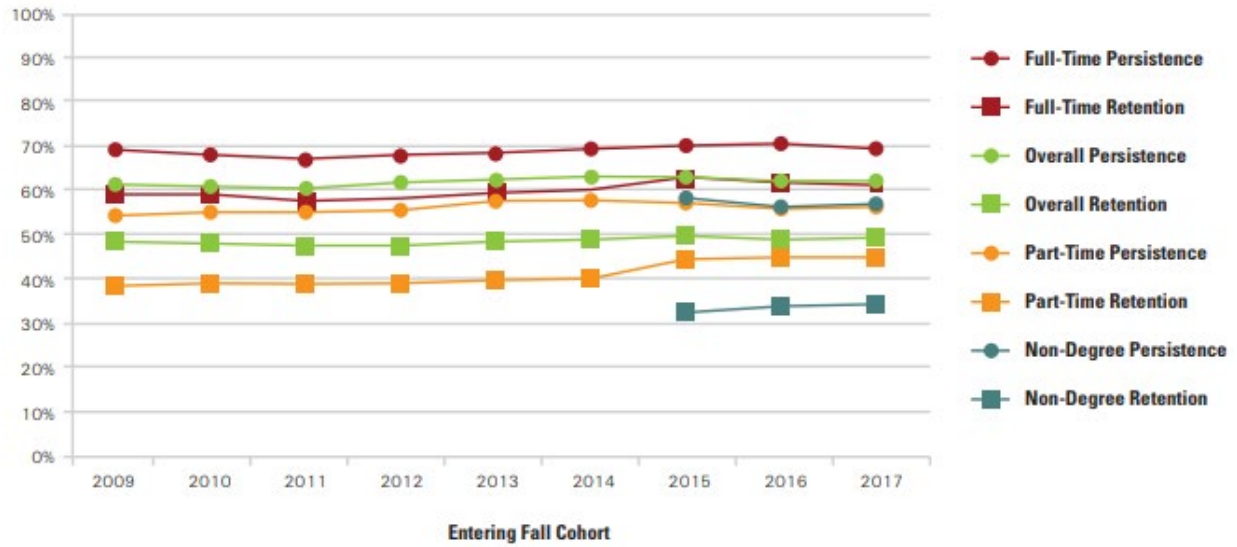
Snapshot™ REPORT

First-Year Persistence and Retention for Fall 2017 Cohort

- Of the 3.5 million students who enrolled in college for the first time in fall 2017, 74 percent or 2.6 million students persisted as of fall 2018.
- The overall first-year persistence rate has improved slightly, with a 2.2 percentage point gain between 2009 and 2017.
- New to this year's report are the persistence rates for

With data current through fall 2018

Figure 6. First-Year Persistence and Retention for Students Who Started College in Two-Year Public Institutions, 2009-2017



Entering Fall Cohort

		2009	2010	2011	2012	2013	2014	2015	2016	2017
Full-Time	Persistence	69.0%	67.7%	66.7%	67.8%	68.5%	69.2%	70.2%	70.6%	69.7%
	Retention	59.3%	58.5%	57.4%	58.1%	59.1%	60.0%	61.6%	61.0%	60.1%
Overall	Persistence	61.0%	60.7%	60.2%	61.3%	62.2%	62.7%	62.7%	62.2%	62.3%
	Retention	48.0%	47.9%	47.2%	47.4%	48.1%	48.5%	49.1%	48.9%	48.9%
Part-Time	Persistence	53.9%	54.7%	54.8%	56.1%	57.2%	57.7%	56.9%	55.6%	56.3%
	Retention	38.1%	38.6%	38.6%	38.8%	39.4%	39.8%	44.2%	44.5%	44.9%
Non-Degree	Persistence							58.4%	56.5%	57.2%
	Retention							32.0%	33.4%	34.1%

Refer to the last page of this report for additional definitions and notes on cohort selection. Data tables for this snapshot may be downloaded from the National Student Clearinghouse Research Center website.

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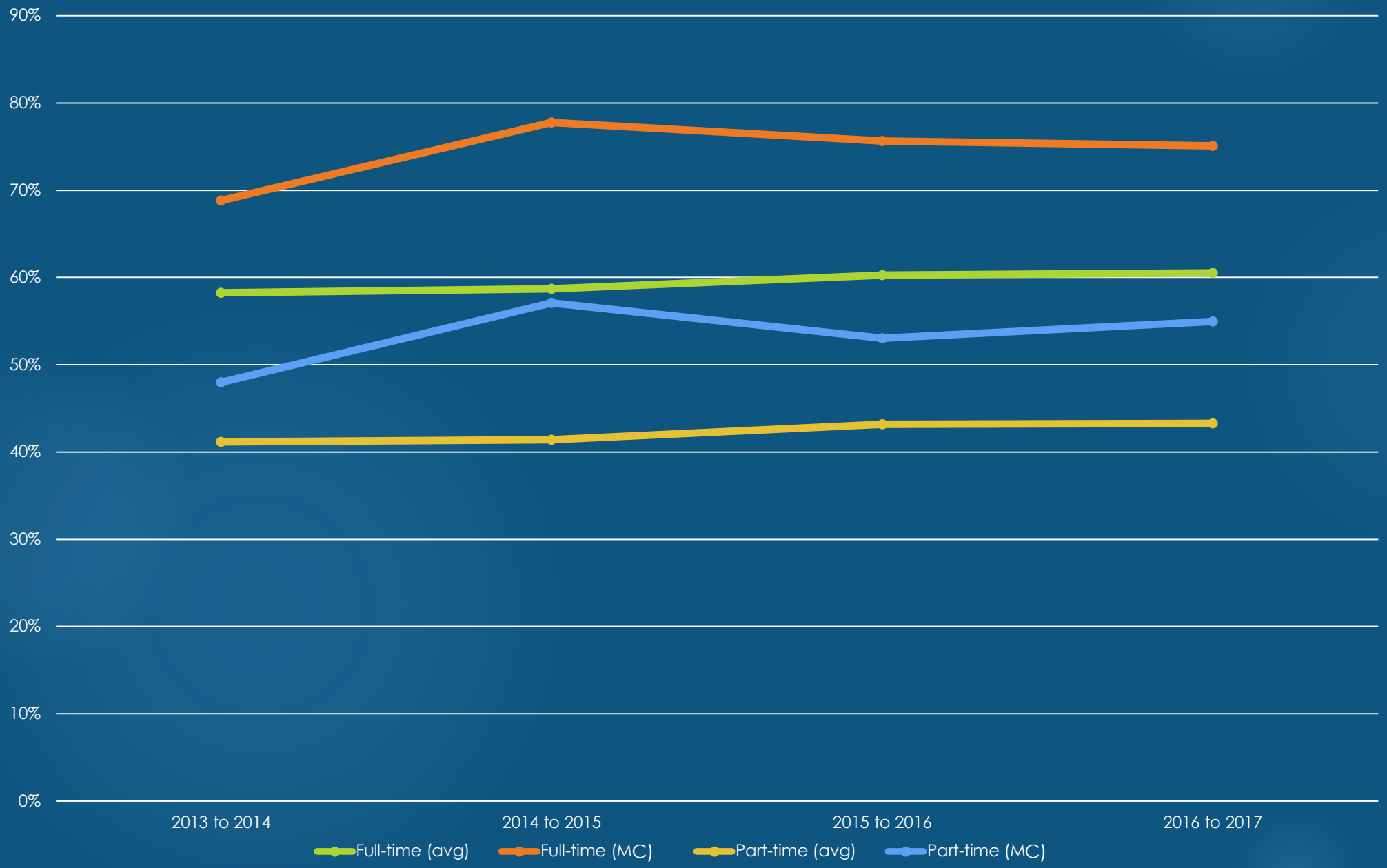
IPEDS first time retention rate average all community colleges and MC: 2013-2016 cohorts



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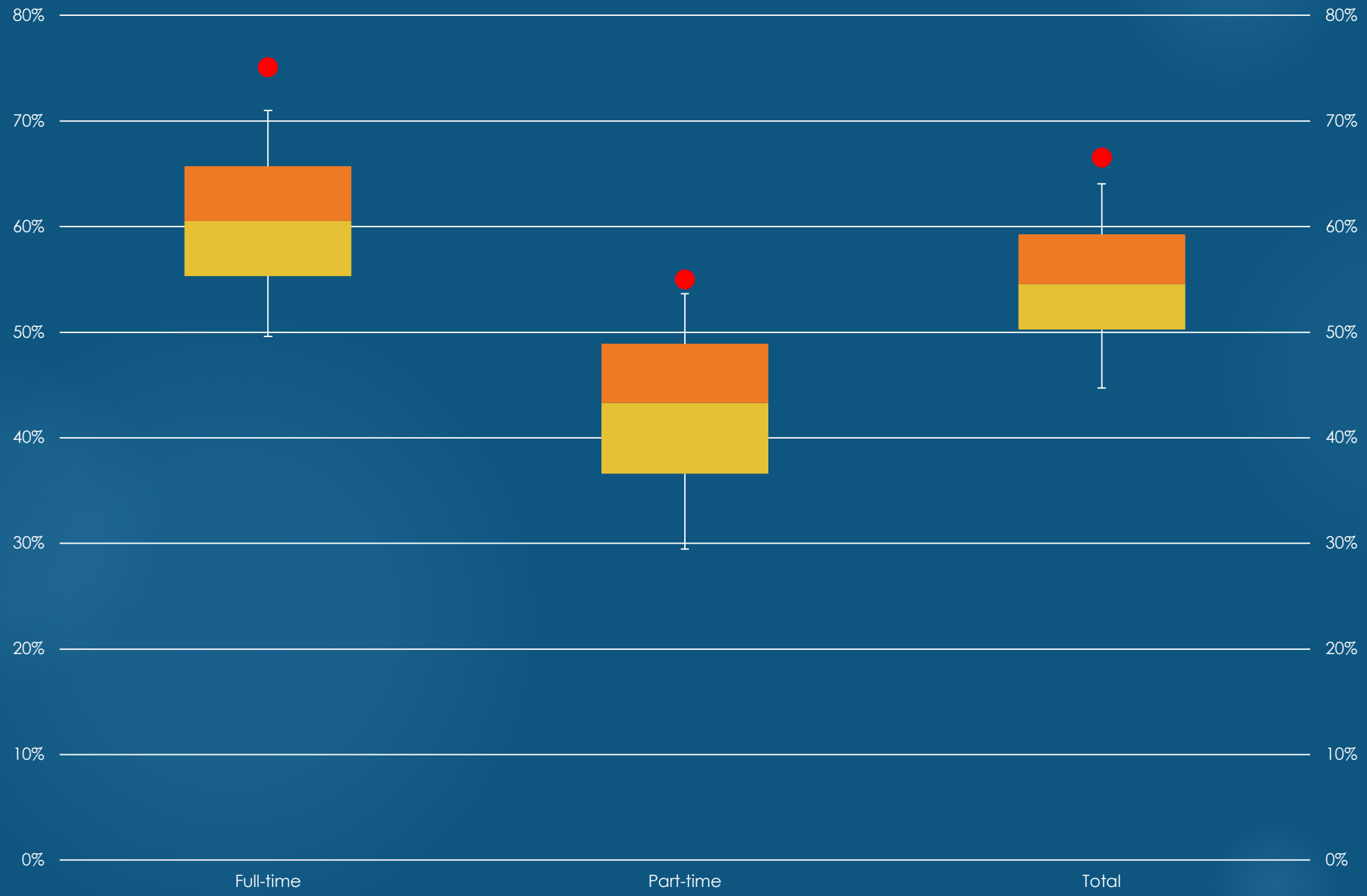
IPEDS Retention Rate First-time Students: Fall 2016



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Reporting challenges in IPEDS

Montgomery College
51 Mannakee Street, Rockville, Maryland 20850

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General information:	(240) 567-5000
Website:	www.montgomerycollege.edu
Type:	2-year, Public
Awards offered:	Less than one year certificate One but less than two years certificate Associate's degree
Campus setting:	City: Small
Campus housing:	No
Student population:	21,720 (all undergraduate)
Student-to-faculty ratio:	18 to 1

View on Google Maps

IPEDS ID: 163426
OPE ID: 00691100

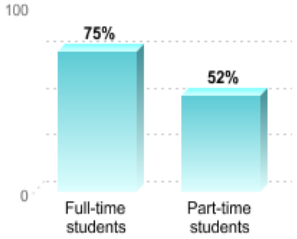
Expand All | Collapse All

- ⊕ GENERAL INFORMATION
- ⊕ TUITION, FEES, AND ESTIMATED STUDENT EXPENSES
- ⊕ FINANCIAL AID
- ⊕ NET PRICE
- ⊕ ENROLLMENT
- ⊕ ADMISSIONS
- ⊖ RETENTION AND GRADUATION RATES

FIRST-TO-SECOND YEAR RETENTION RATES

Retention rates measure the percentage of first-time students who return to the institution to continue their studies the following fall.

RETENTION RATES FOR FIRST-TIME STUDENTS



Percentage of Students Who Began Their Studies in Fall 2017 and Returned in Fall 2018

Seminole State College of Florida
100 Weldon Blvd, Sanford, Florida 32773-6199

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General information:	(407) 708-4722
Website:	www.seminolestate.edu/
Type:	4-year, primarily associate's, Public
Awards offered:	Less than one year certificate One but less than two years certificate Associate's degree Two but less than 4 years certificate Bachelor's degree
Campus setting:	City: Small
Campus housing:	No
Student population:	18,104 (all undergraduate)
Student-to-faculty ratio:	27 to 1

View on Google Maps

IPEDS ID: 137209
OPE ID: 00152000

Expand All | Collapse All

- ⊕ GENERAL INFORMATION
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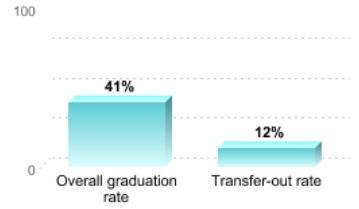
OVERALL GRADUATION RATE AND TRANSFER-OUT RATE

The overall graduation rate is also known as the "Student Right to Know" or IPEDS graduation rate. It tracks the progress of students who began their studies as **full-time, first-time degree- or certificate-seeking students** to see if they complete a degree or other award such as a certificate within 150% of "normal time" for completing the program in which they are enrolled.

Some institutions also report a transfer-out rate, which is the percentage of the full-time, first-time students who transferred to another institution.

Note that not all students at the institution are tracked for these rates. Students who have already attended another postsecondary institution, or who began their studies on a part-time basis, are not tracked for this rate. **At this institution, 46 percent of entering students were counted as "full-time, first-time" in 2018.**

OVERALL GRADUATION AND TRANSFER-OUT RATES FOR STUDENTS WHO BEGAN THEIR STUDIES IN FALL 2012



Percentage of Full-time, First-Time Students Who Graduated or Transferred Out Within 150% of "Normal Time" to Completion for Their Program

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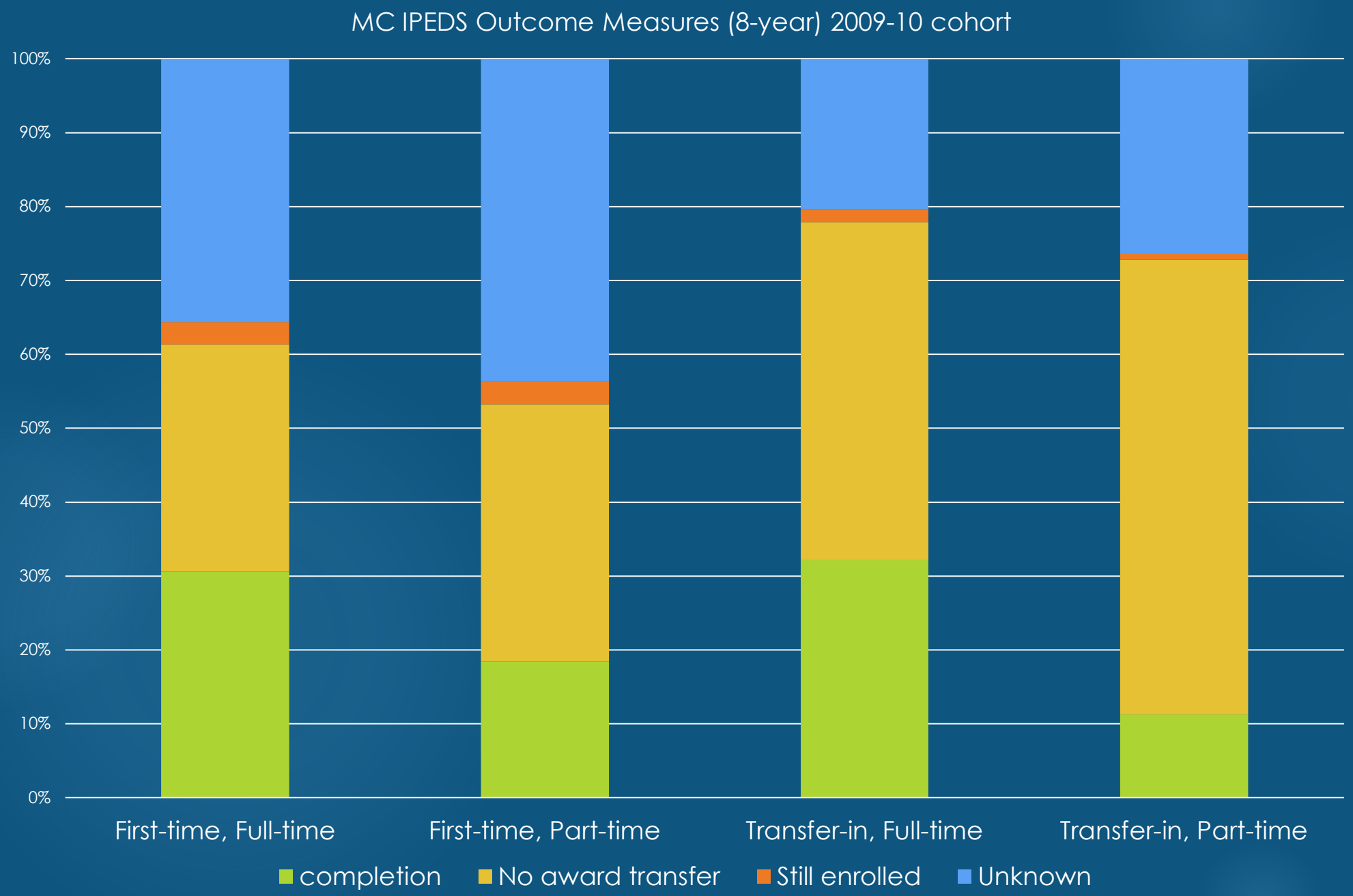

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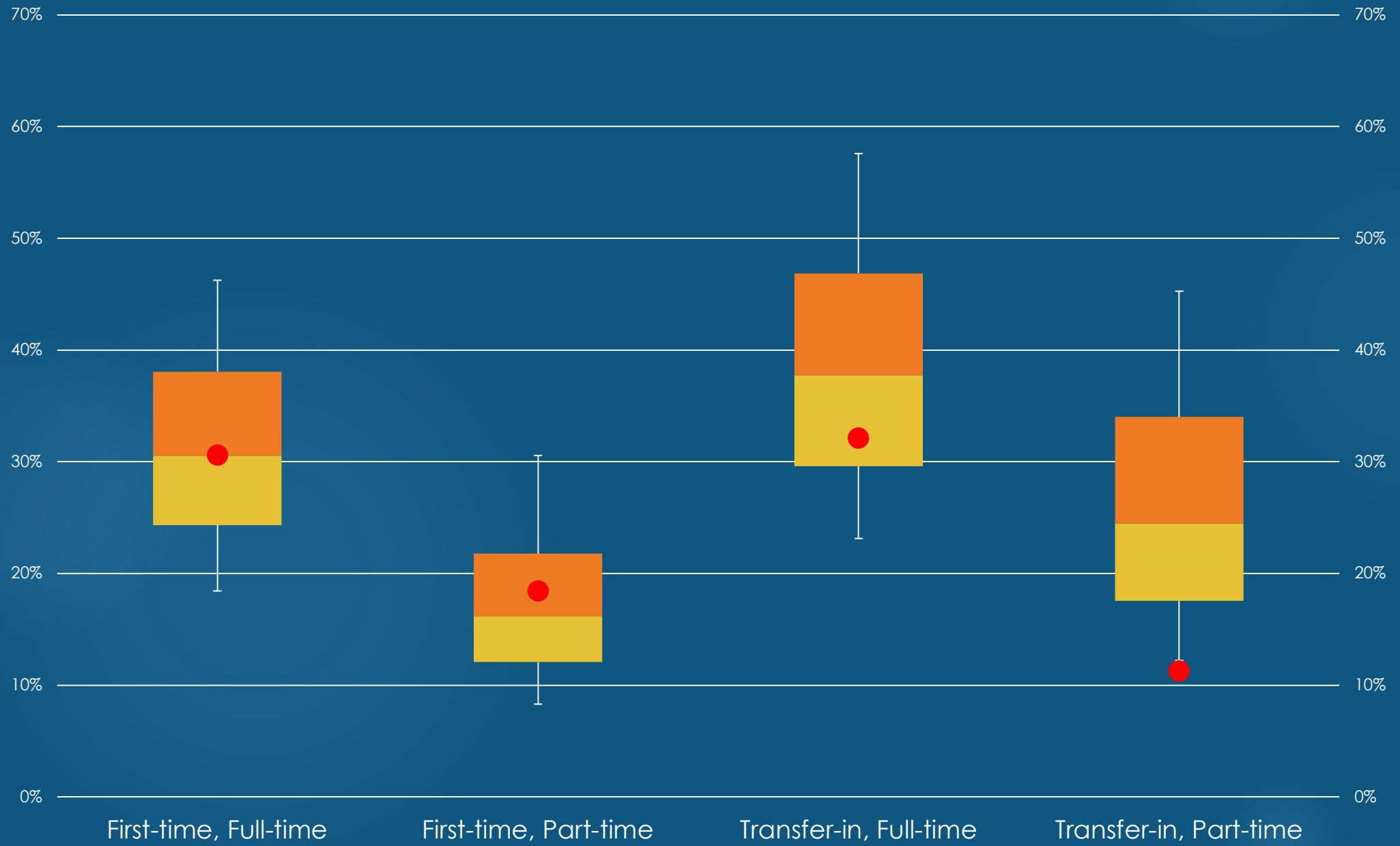
8-year award completion rate (IPEDS OM) all community colleges and MC: 2009-10 cohort



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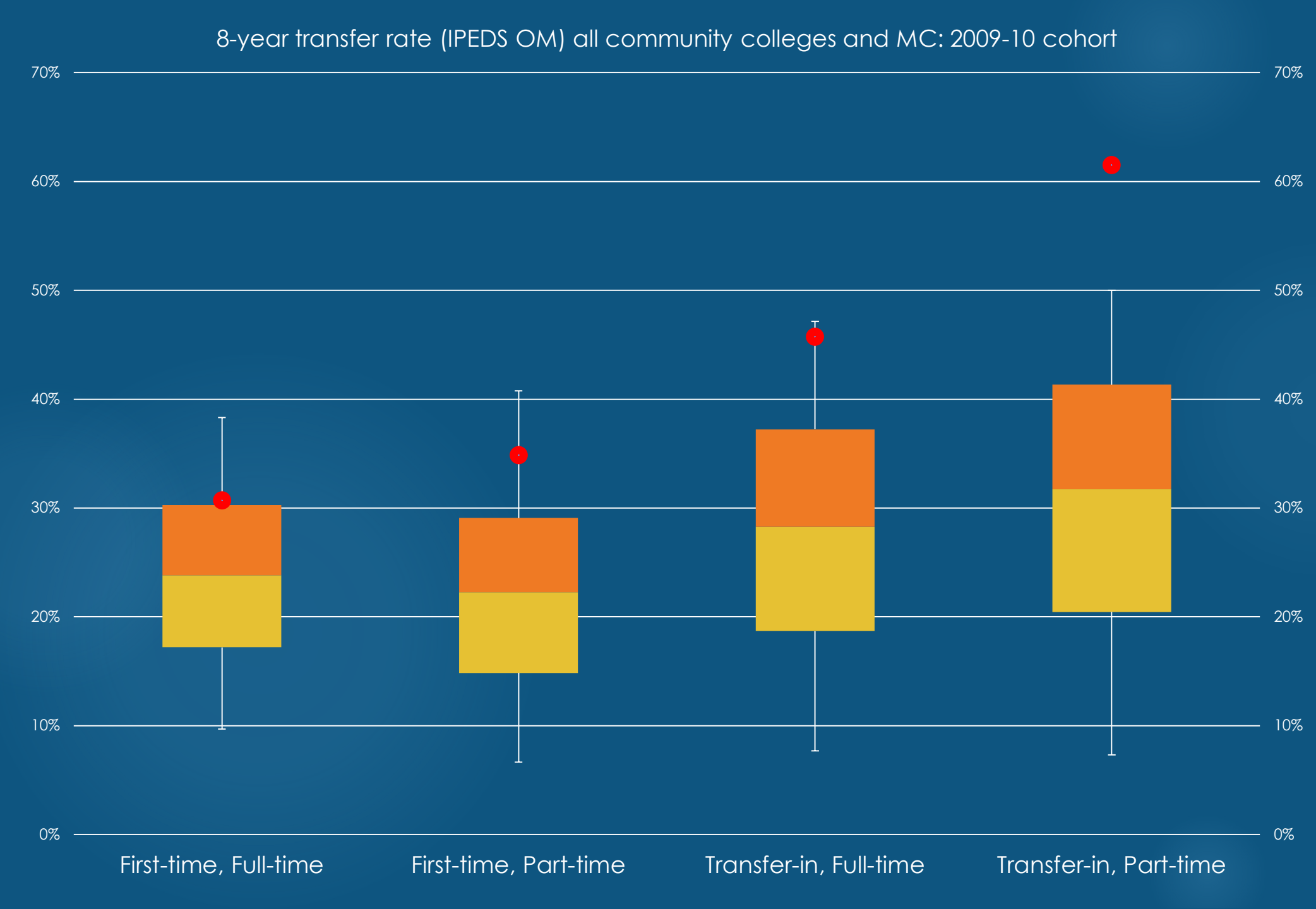
8-year transfer rate (IPEDS OM) all community colleges and MC: 2009-10 cohort



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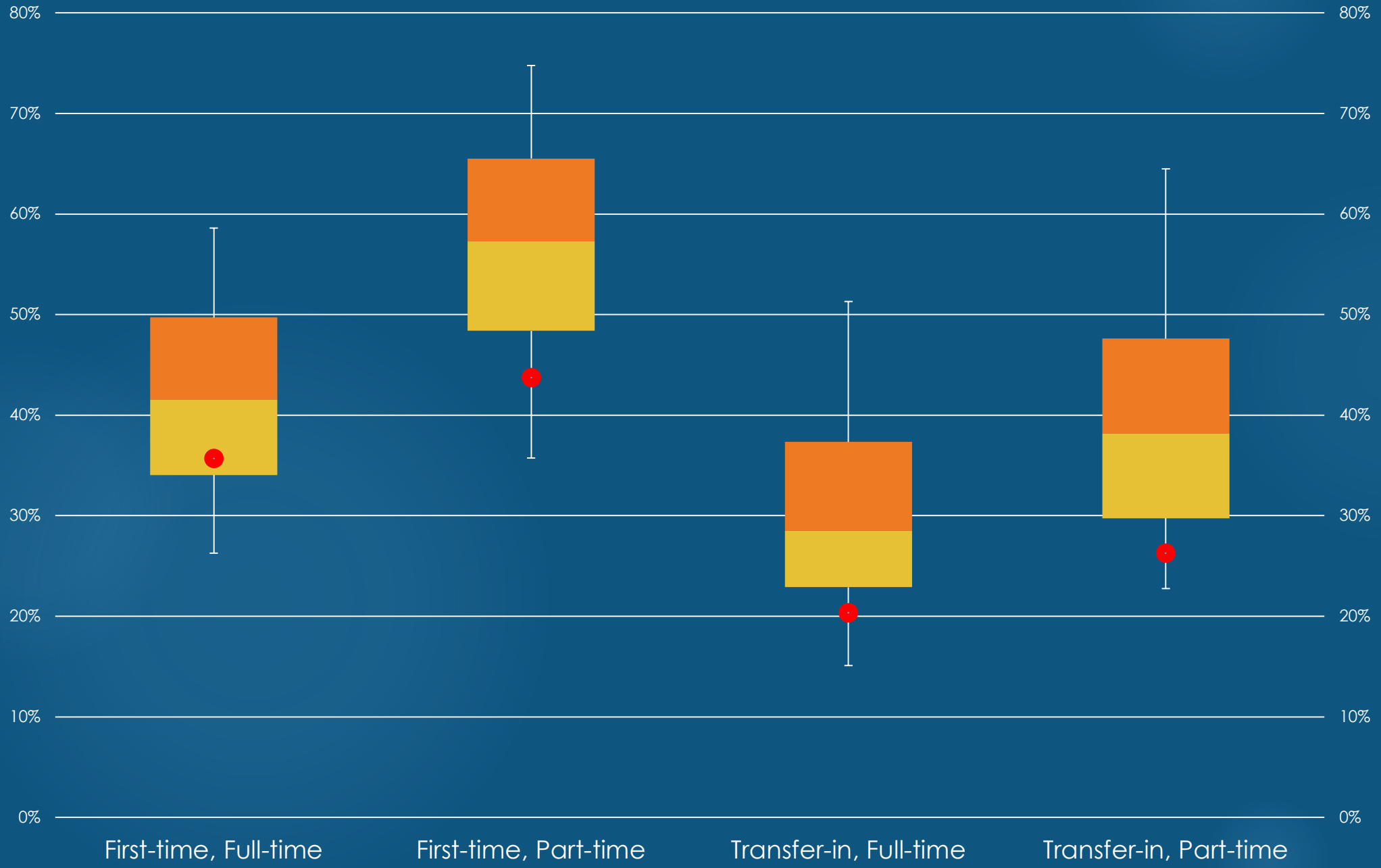
8-year award unknown rate (IPEDS OM) all community colleges and MC: 2009-10 cohort



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CCRC RESEARCH BRIEF
Number 65 | February 2017

Early Momentum Metrics: Why They Matter for College Improvement

By Davis Jenkins and Thomas Bailey

Postsecondary reform has several important goals, including improving degree completion, increasing students' chances of reaching well-informed goals, and closing equity gaps in student achievement. Thus, long-term measures—such as overall increases and improved equity in completion rates and employment outcomes—will eventually signal the success or failure of the current reform movement. But in seeking to reform college practice to improve student success over the long run, there are two broad reasons why stakeholders should initially focus on near-term measures.

First, graduation and employment will occur years in the future. If we rely on longer term metrics, we will have to wait several years after reforms are implemented to begin to get an indication of whether they are working. If we can find measures of near-term progress that predict long-term success, then we can gauge the effectiveness of the

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Pathways: First term and first year indicators

- KPIs that signal subsequent success

No Success First Term

Fall to next term retention

Credit success rate first term

Earned 6, 12 credits first term

Earned 15, 24, 30 credits first year

Completed math and/or English in year 1

Persisted from term 1 to term 2

College-level course completion in year 1

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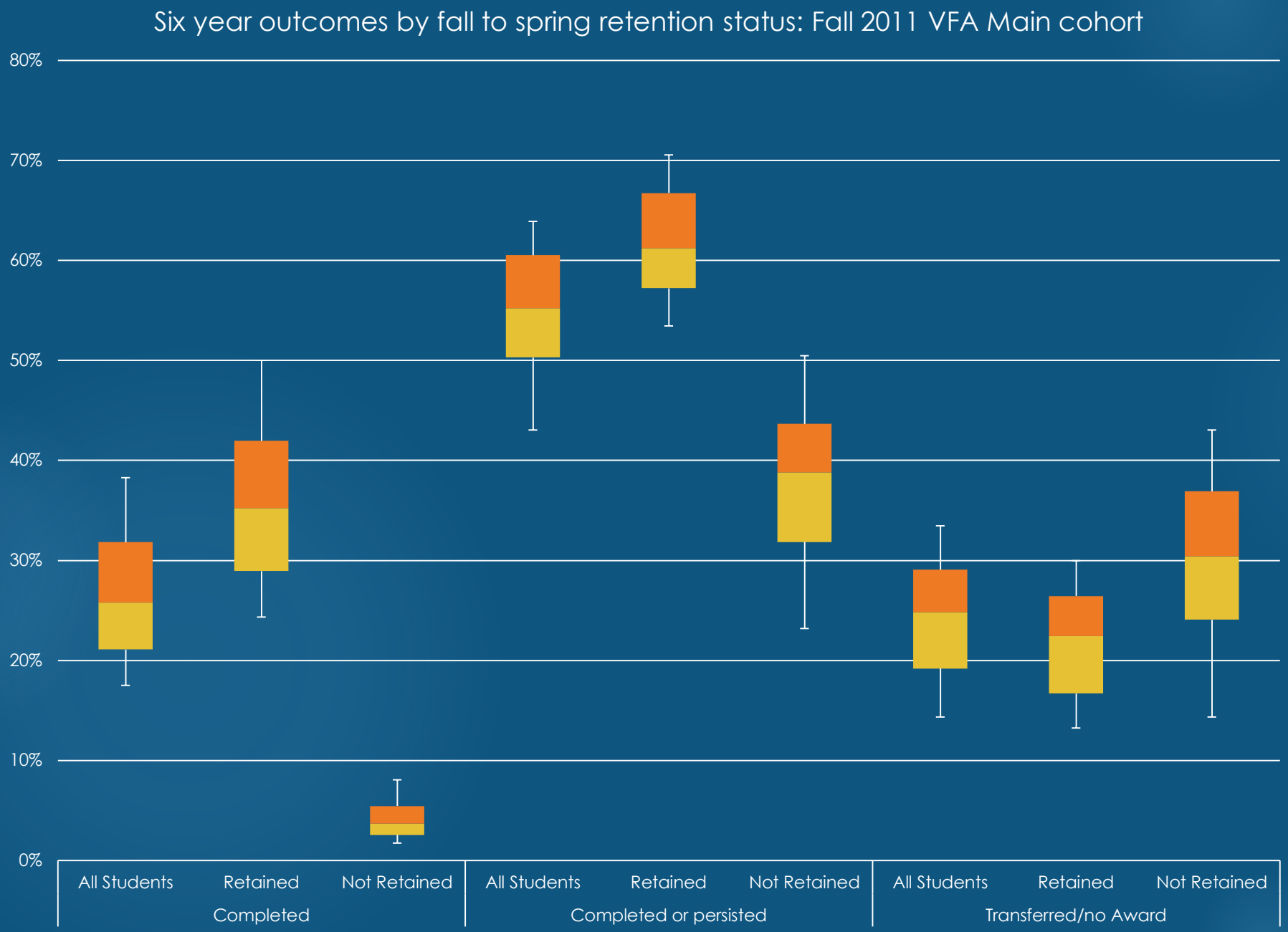

Fall to spring retention rates

10th %ile:	62%
25th %ile:	68%
50th %ile:	73%
75th %ile:	76%
90th %ile:	79%

VFA Voluntary Framework of Accountability

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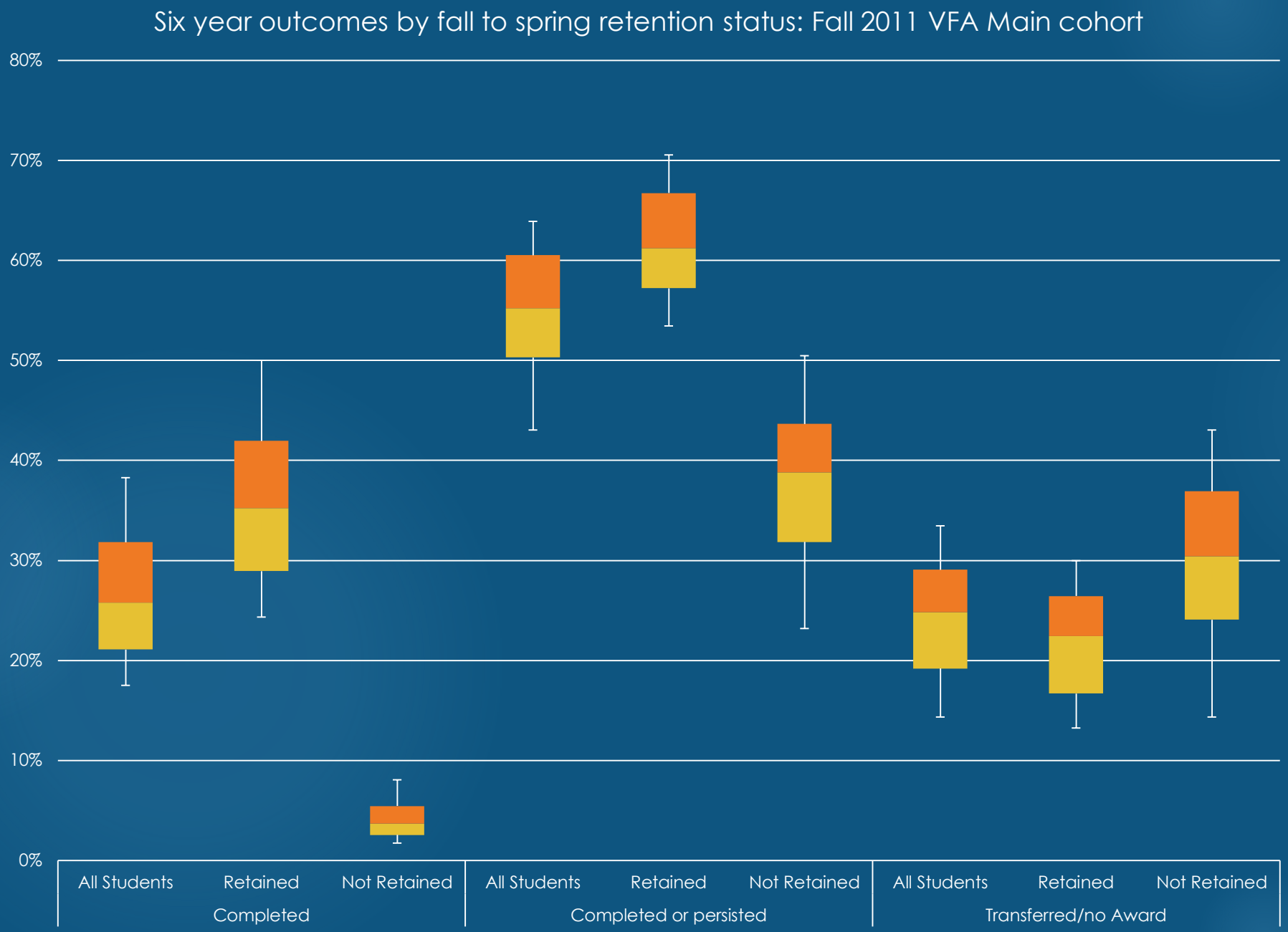

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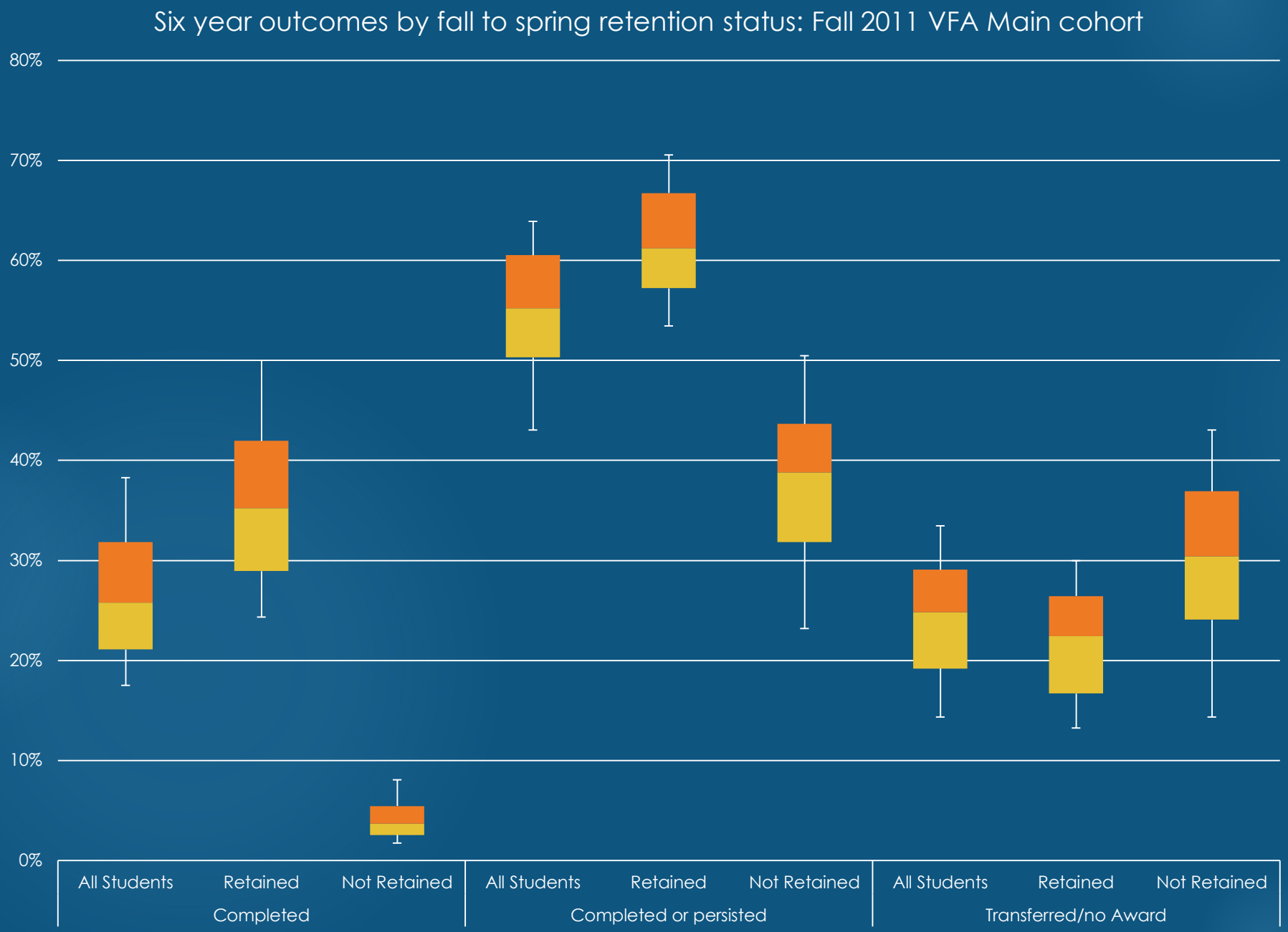

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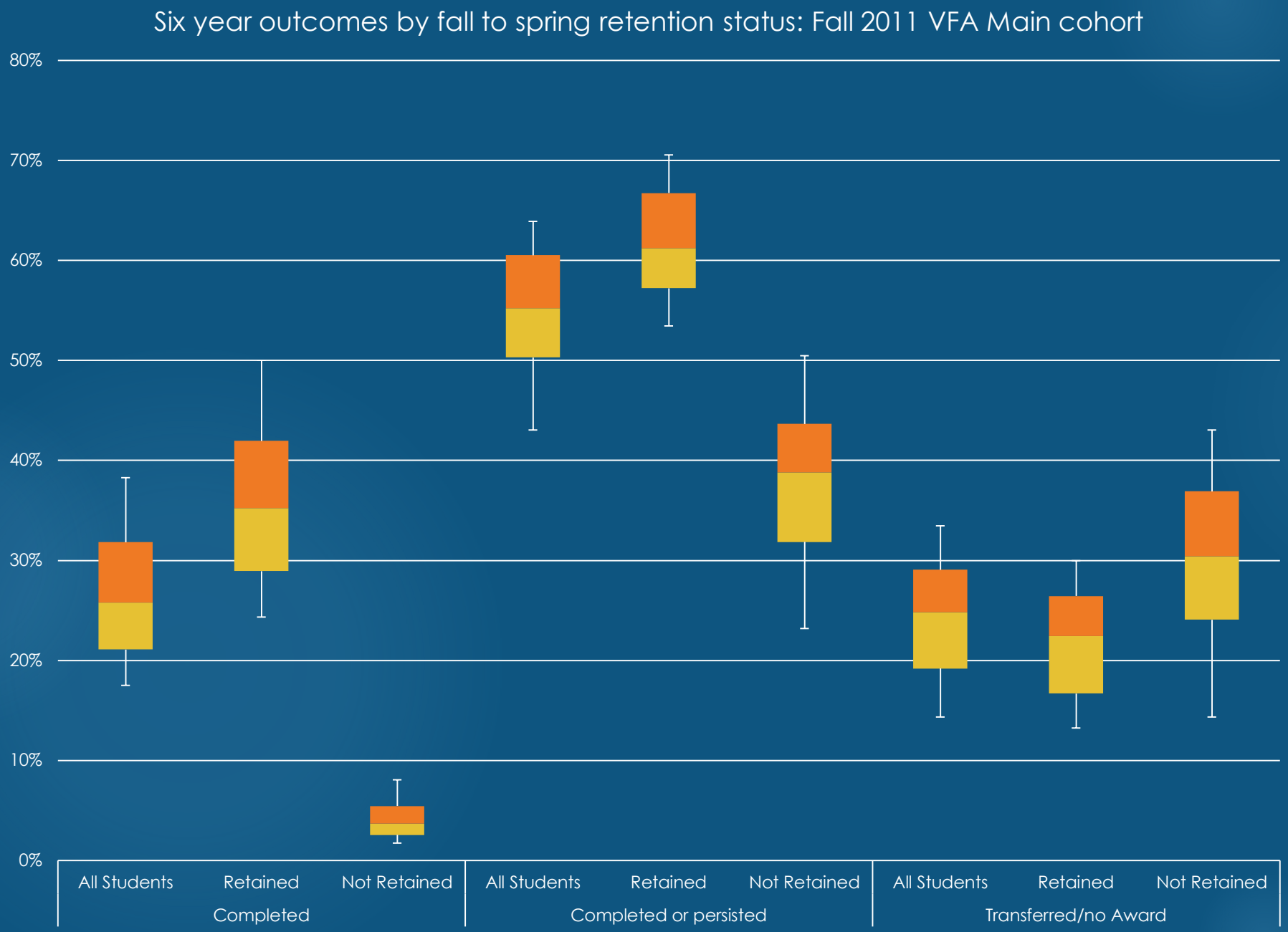

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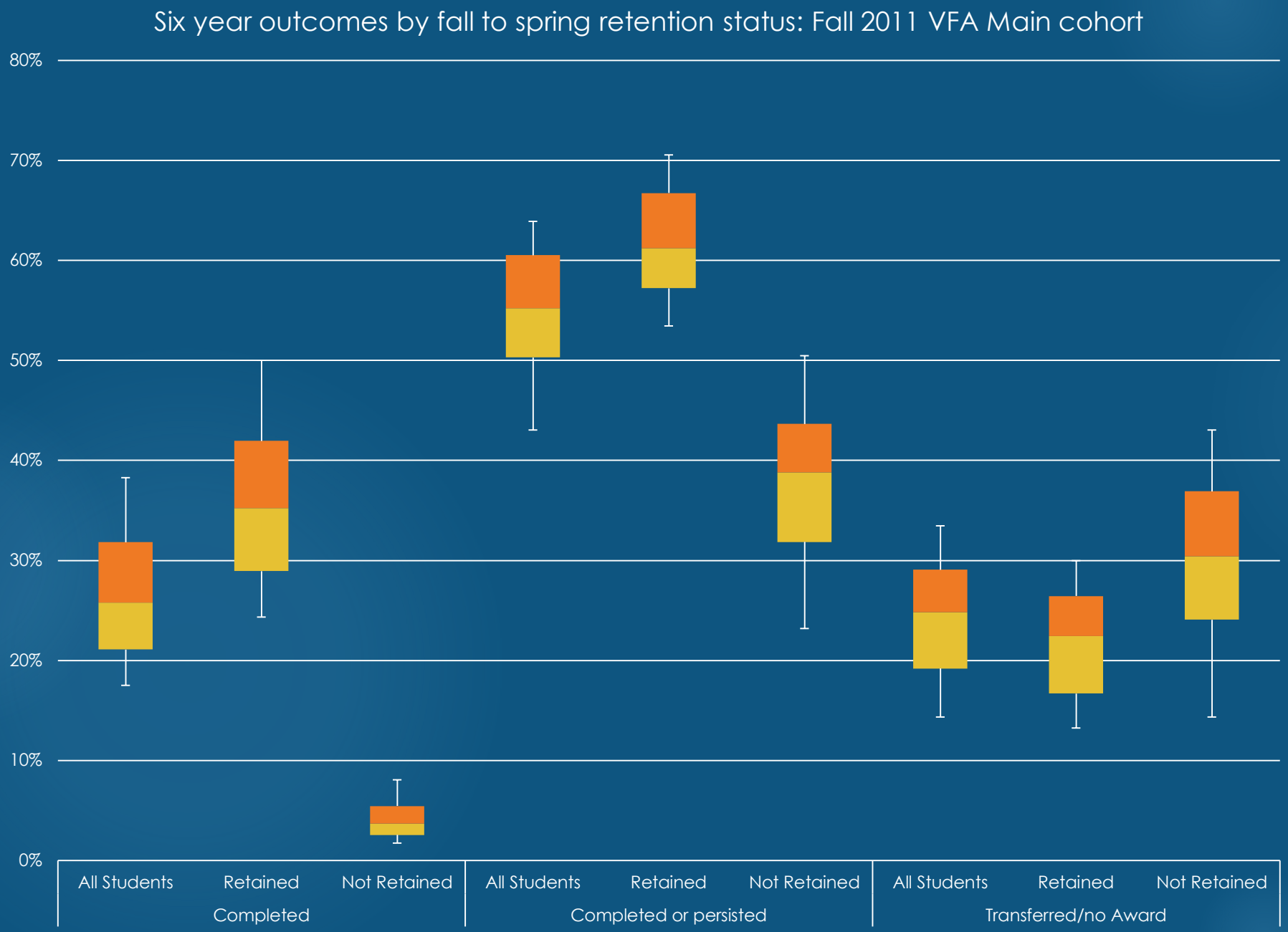

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Practices for increasing student success

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The Pathways Model

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The "Pathways Model"

The Pathways Model is an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.

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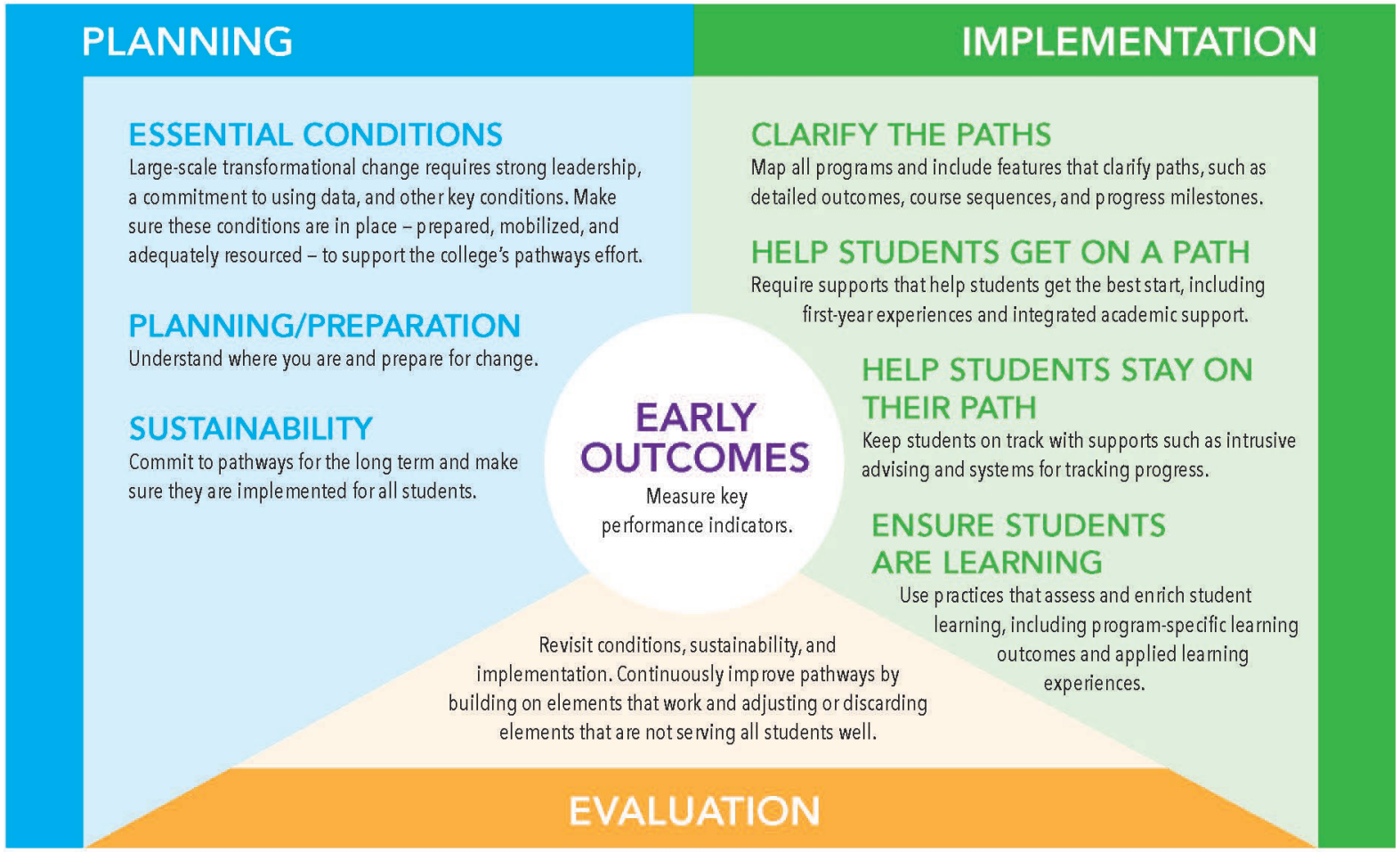
Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. Colleges should assess their readiness for intensive, broad-based change before beginning this work.



The Pathways Project is led by the American Association of Community Colleges in partnership with Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Jobs for the Future (JFF), The National Center for Inquiry and Improvement (NCII), and Public Agenda. It is funded with support from the Bill & Melinda Gates Foundation.

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Guided Pathways Essential Practices

1 Clarify paths to student end goals

- Meta-majors
- Program maps
- Career + transfer information
- Math pathways

2 Help students get on a path

- Early career/transfer exploration
- Academic and financial plan
- Integrated & contextualized academic support

3 Keep students on path

- Monitoring progress on plan
- Intrusive support
- Frequent feedback
- Predictable scheduling

4 Ensure students are learning

- Field-specific learning outcomes
- Active learning throughout
- Field-relevant experiential learning

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Guided Pathways Mindset Shifts

FROM:	TO:
Transfer vs. CTE, credit vs. non-credit	Career-connected transfer paths or livable-wage job w/ clear degree path
Full-time vs. part-time	On-plan vs. off-plan
Job/transfer support for near completers	Career/transfer exploration and planning for *all students* from the start
Standardized placement tests	Multiple measures and in-class diagnostic assessment
Pre-requisite remediation	Integrated/contextualized academic support
Algebra and English comp "gatekeepers"	Critical program courses (including field-appropriate math)
In-class vs. co-curricular	Program-relevant active/experiential learning

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Designing & Implementing Pathways at Scale

CLARIFY THE PATH

- Mapping programs “with the ends in mind”
- Aligning course content and student learning outcomes
- Identifying milestone courses
- Defining default course sequences

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Designing & Implementing Pathways at Scale

CLARIFY THE PATH

Build curriculum coherence

- Identify “the right math”
- Select recommended core curriculum/ gen ed courses
- Select recommended elective courses
- Review pathway curriculum for coherence

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Designing & Implementing Pathways at Scale

HELP STUDENTS STAY ON THE PATH

- Ensure continuous, intrusive advising within pathways, noting milestone achievement, ensuring timely academic alert and support, and required advising when students go off path.
- Integrate discipline-appropriate academic supports into every pathway – and in fact into every syllabus.

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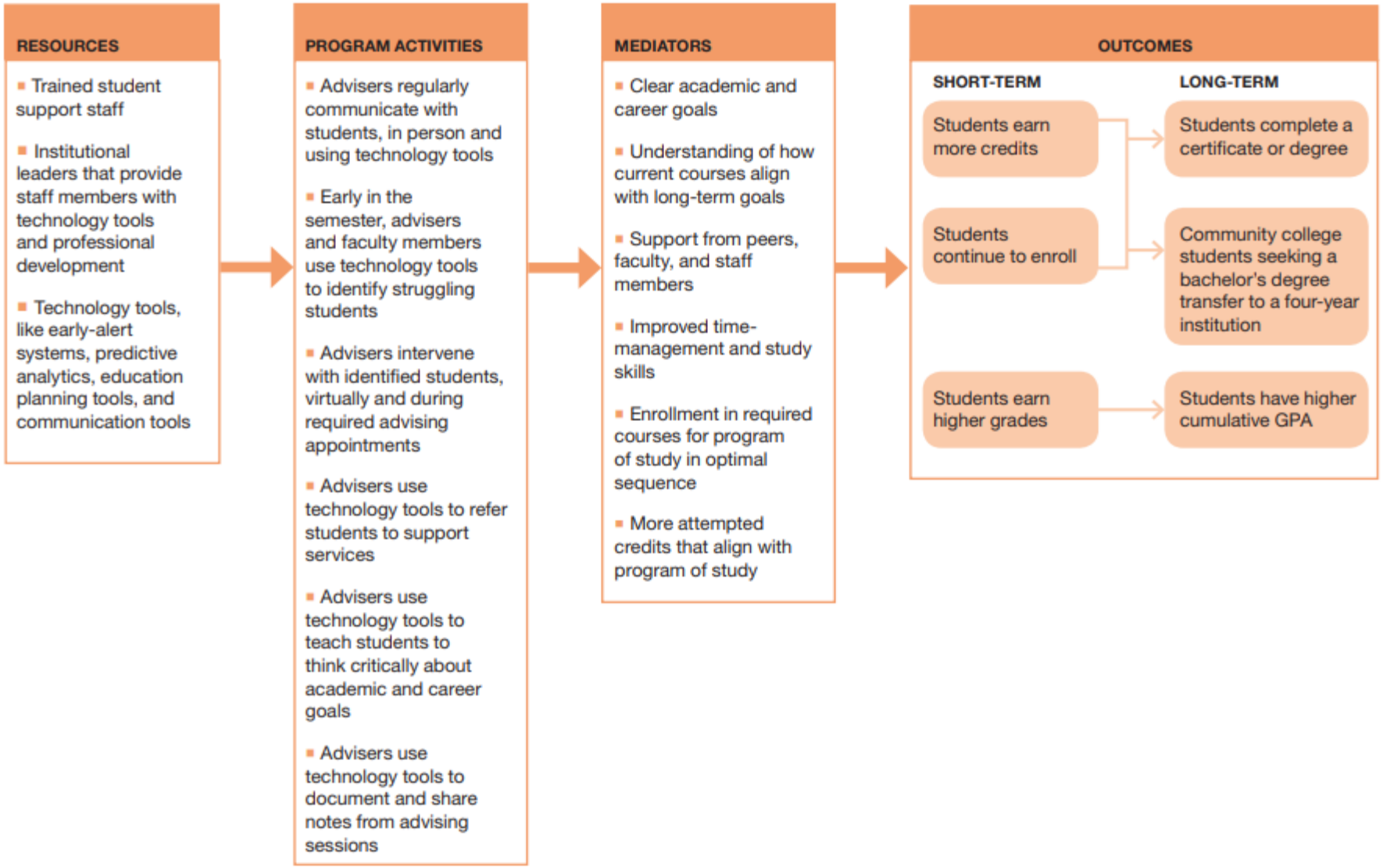
FIGURE 2.1 iPASS Logic Model



Source: MDRC/CCRC

iPASS:

Integrated Planning and Advising for Student Success

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Making sense of Predictive Analytics

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Designing & Implementing Pathways at Scale

ENSURE THAT STUDENTS ARE LEARNING

- Intentionally design applied/experiential learning experiences throughout each pathway.
- Promote discipline-appropriate strategies for active & collaborative learning (e.g., service learning, group projects).
- Align discipline-appropriate co-curricular learning.
- Strengthen assessment and documentation of student learning outcomes accruing to the program level.

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Designing & Implementing Pathways at Scale

ESSENTIAL CONDITIONS TO SUPPORT GUIDED PATHWAYS IMPLEMENTATION AT SCALE

- Leadership
- Systematic, authentic, continuous engagement
- Strategically targeted professional development and technical assistance
- Policy to support changes in structures, processes, resource allocation

THE MAJOR CHALLENGE:

CULTURE CHANGE

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Guided Pathways Cultural Shifts

FROM:	TO:
Are students college-ready?	Are colleges student-ready?
Sanctioned wandering	Purposeful direction
Institutional siloes	Cross-functional teams
Discrete strategies/ boutique programs	Evidence-based practices integrated into coherent student experiences *at scale*
Support services optional/ by referral	Integrated/contextualized academic support
Teaching classes faculty want to teach when they want to teach them	Teaching classes students need to take when they need to take them
Equity as sidebar	Equity as design principle

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Thanks

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