

Assessment and Implementation of a Successful Comprehensive First-Year-Experience Program

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Outline of Presentation

- Background on Owens Community College
- Our First-Year-Experience Program:
 - How and why the program was developed
 - How the program is being implemented
- Preliminary retention results
- Method for identifying students with greatest need for additional first-year services
- Limitations, future research, and other next steps



About Owens

- Comprehensive Community College
- Serving over 45,000 students on two campuses
- Average class size of 15
- Over 130 programs
- Comprehensive Workforce Development component
- 62% of students receive financial aid (41% receive Pell)
- 34% of students require remediation in math or English
- Retention rate around 50%



Retention Initiatives

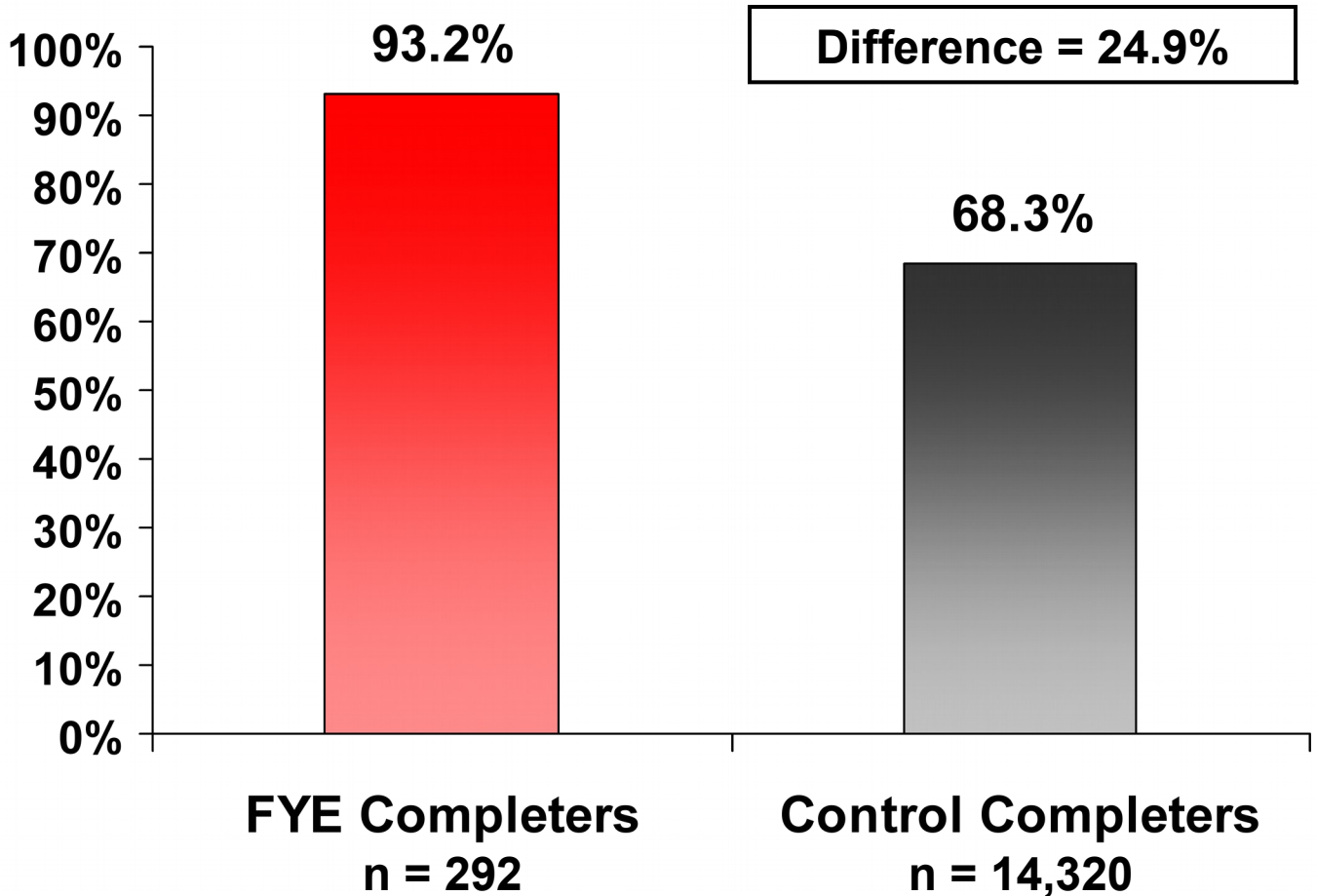
- Retention Committee Studied Retention
- Submission of Title III Strengthening Institutions Grant
 - Foundations to College
 - Supplemental Instruction
 - Success Mentors
- Course was piloted in Spring 2007
- Course was included as a requirement within programs in the School of Arts and Sciences beginning Summer 2008



Research Questions

- Does FYE completion predict student retention?
- How do we identify FYE students for the SSM program?

Next-Term Retention Rates of FYE Completers vs. Control Group



Other Differences Between FYE Completers and Control Group

FYE Group (more)

- Females
- Students from Findlay
- Health Science Majors
- First-Time Students
- First Generation Students
- Students on Need-Based Aid
- Students with Loans
- Students on Scholarship
- Attempted Credit Hours
- Developmental Credit Hours

Control Group

- Older
- Higher Test Scores:
 - Compass Math
 - Compass Writing
 - Compass Reading
 - ACT English
 - ACT Math
 - ACT Reading



Determining the Unique Contribution of FYE to Retention

Logistic Regression

Outcome variable = Retained vs. Not Retained

Predictor variables (FYE + Student Variables):

- FYE vs. Control group
- Gender
- Campus
- School
- Age
- First Generation
- Grants
- Loans
- Scholarships
- Attempted Credit Hours
- Student Type
- ACT Scores
- Compass Scores
- Total # Developmental Hours

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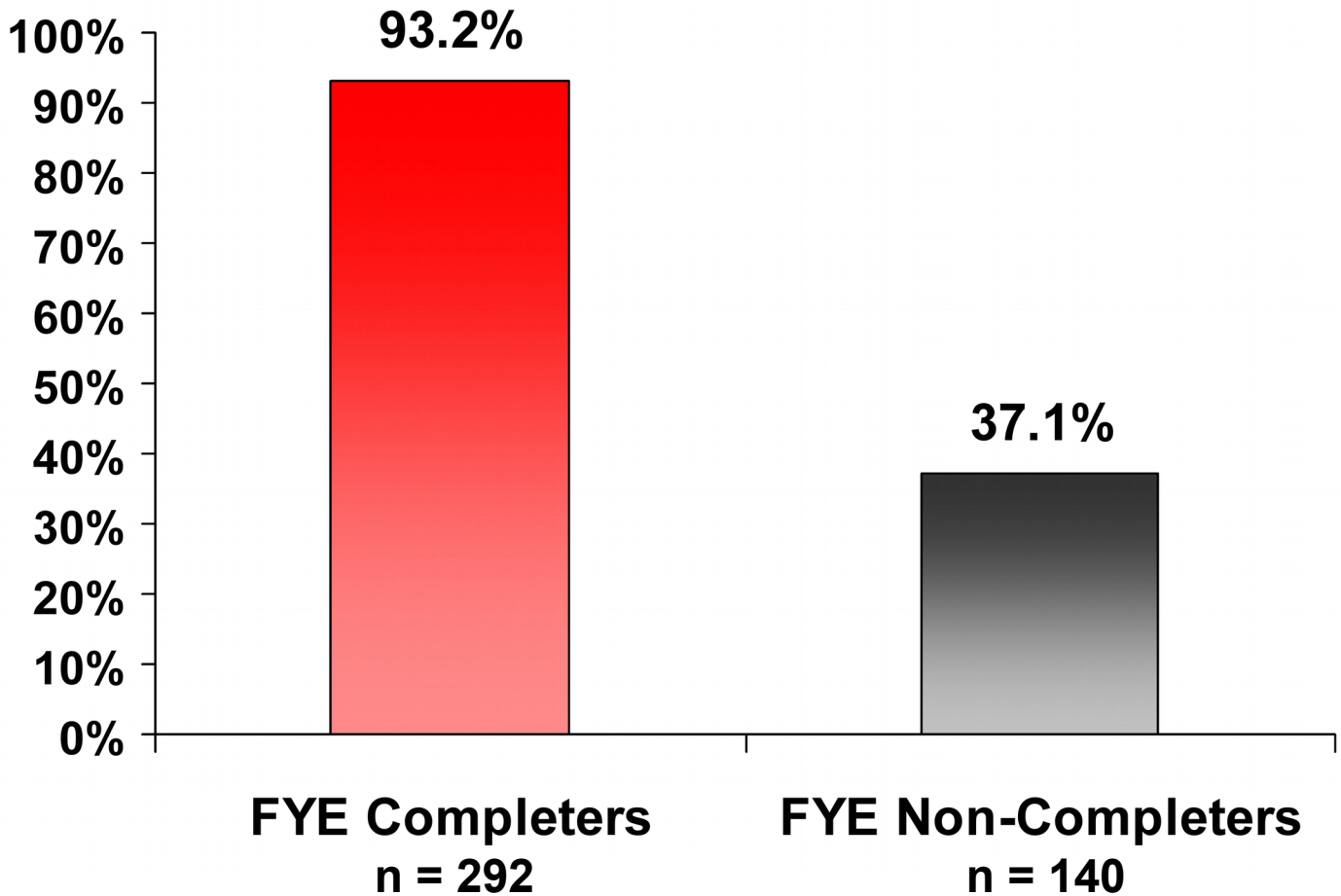
$$\text{FYE } \text{Exp}(B) = 5.38, p < .001$$

Adjusted Retention Rate Difference = 21.1%

Limitations and Questions for Future Research

- Limited amount of data
- What components of FYE course are important?
- Self-selection bias
- How does FYE predict long-term persistence completion, and other student outcomes?

Next-Term Retention Rates for FYE Completers and Non-Completers



Significant Predictors of FYE Completion

Less Likely to Complete:

- Black
- Male
- Freshman
- Need-Based Grant
- Low Compass Scores

More Likely to Complete:

- Major in Health Sciences
- Scholarship



FYE Needs Index

<u>Indicator:</u>	<u>Points Assigned:</u>
Black	1
Male	1
Freshman	1
Grant	1
Compass Math ≤ 26	1
Compass Writing ≤ 45	1
Compass Reading ≤ 72	1
Health Sciences	-1
Scholarship	-1

Total Index Score = Σ
Range = -
2 to 7



Prediction Accuracy of Index

Correlation Between Index Scores and FYE Completion:

- .37

- The higher the index score, the less likely students are to be retained
- Strength of correlation is comparable to that between ACT and first-year college GPA (~.40)

Prediction Accuracy of Index

Percentage of Completers and Non-Completers with Each Index Score

<u>Score</u>	<u>Non-Completer</u>	<u>Completer</u>
-2	0%	0%
-1	0%	4%
0	1%	13%
1	8%	18%
2	24%	28%
3	23%	21%
4	15%	8%
5	18%	6%
6	9%	2%
7	3%	1%
Average	= 3.5	2.1

Prediction Accuracy of Index

Percentage of Students with Each Score who Do Not Complete

<u>Score</u>	<u>Do Not Complete</u>
-1	0%
0	4%
1	18%
2	30%
3	36%
4	50%
5	61%
6	68%
7	75%

Using the Index

Cumulative Percentage of FYE Students with Each Score or Higher

<u>Score</u>	<u>% of FYE Students</u>
-1	100.0%
0	97.2%
1	88.6%
2	74.2%
3	47.4%
4	25.6%
5	15.6%
6	5.7%
7	1.4%

If FYE enrollment = 1,000 and there are enough mentors to serve 250 students, then target students with a score of 4 or higher.

Limitations and Questions for Future Research

- Do students who receive mentoring achieve higher retention rates, and if so, for what index scores?
- Index maintenance
- Identification of students for the program should not be limited to the index alone

