

Against All Odds

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Presentation Outline

- **Overview of Key Learning Community Model**
 - History and Goals of Key
 - Structure: Guiding Principles & Components
- **Research Study**
 - Data/Demographics
 - Propensity Score Matching
 - Results
- **Closing**

Colorado State University

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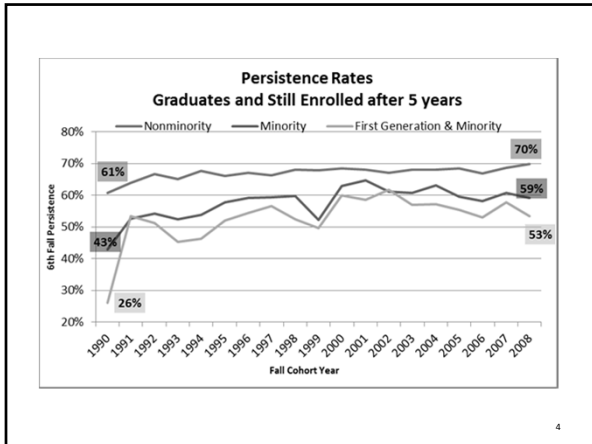
Why Key?

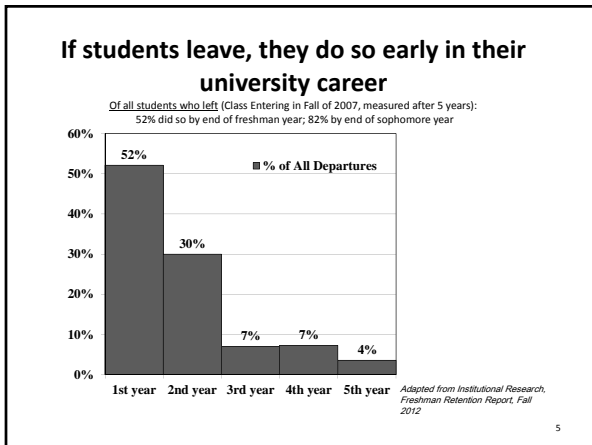
- 1998 Institutional Research Study
 - Persistence
 - Academic Performance
 - Satisfaction

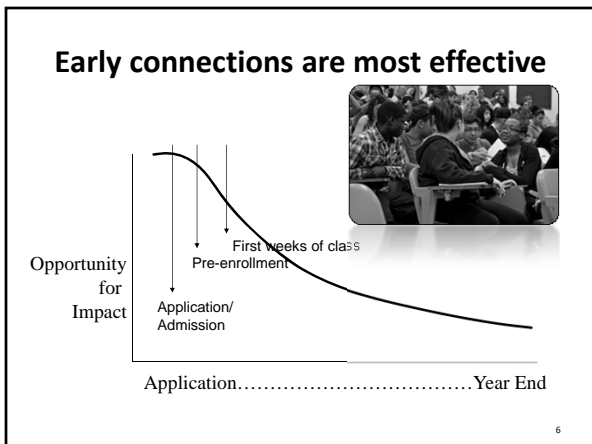


With attention to the experience of Students of Color, First Generation to College, Pell Eligible, and Residency

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Overall Goals of Key

- Academic performance (GPA)
- Retention and graduation rates
- Academic engagement and campus involvement
- Student satisfaction

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Guiding Principles

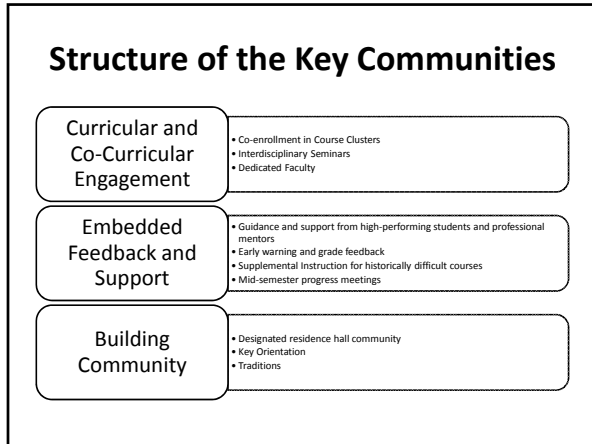


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Structure of the Key Communities

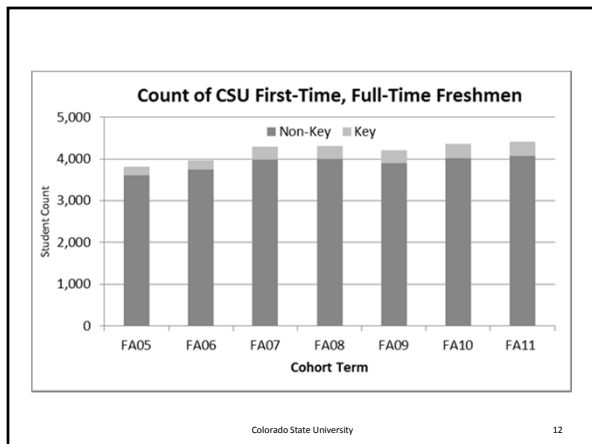
- 400 first-year students in 4 communities
 - Key Academic, Key Explore, Key Health Professions, Key Service
- Shared values, guiding principles, goals, and overall structure.
- Shared residential experience, co-enrollment in course clusters, an orientation program, intentional recruitment, intensive staffing, and traditions.
- Each community ranges from 75-150 students and is broken down into smaller clusters of 19 students.

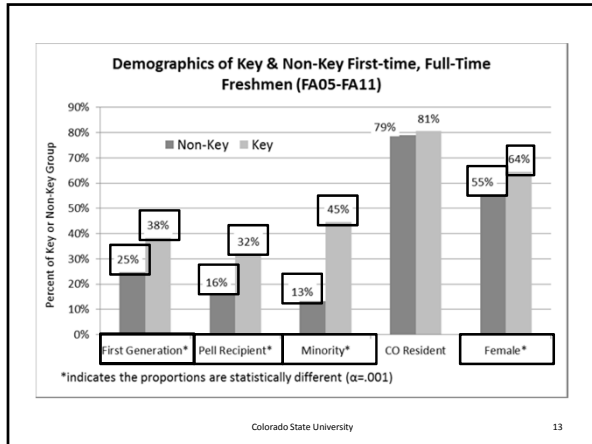
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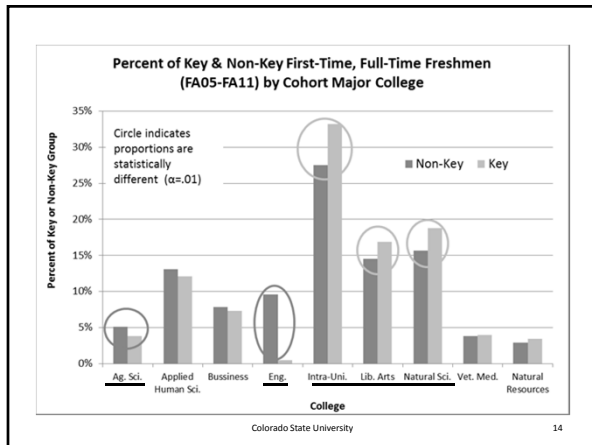


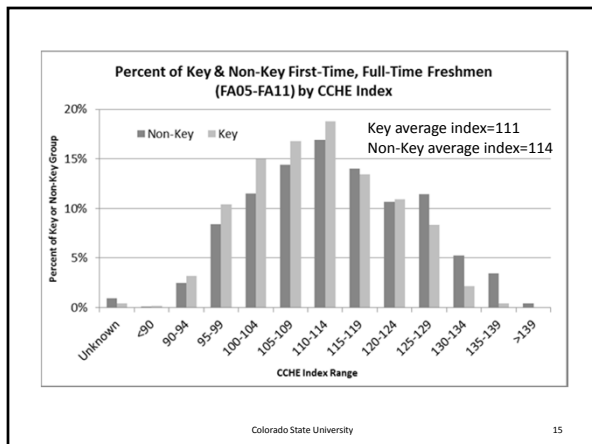
Research Study

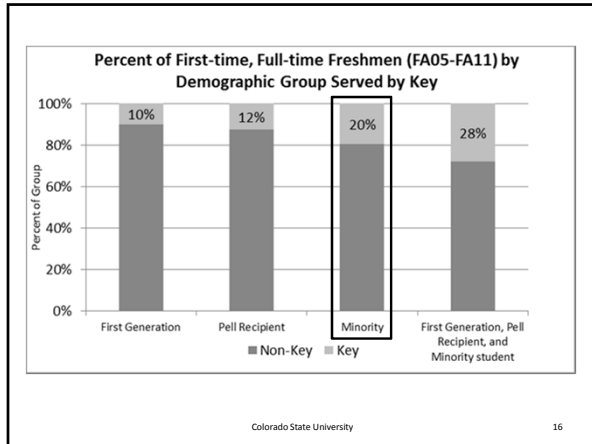
1. Does participation in the Key Communities have a positive impact on a student's likelihood of being retained and graduating?
2. Does the impact of participating in Key vary based on a student's demographics and academics?

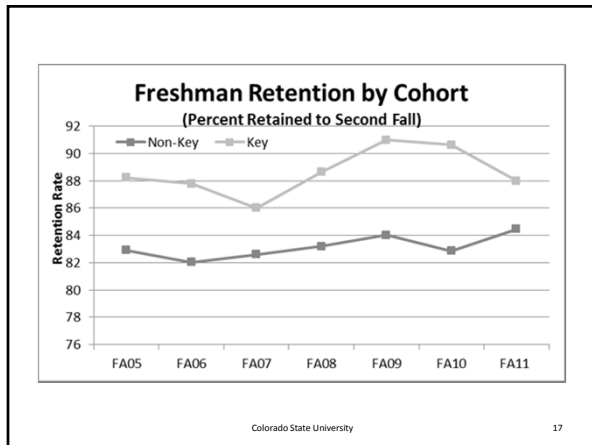


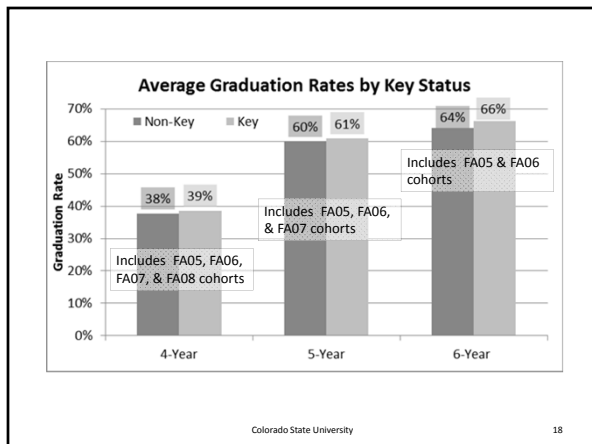








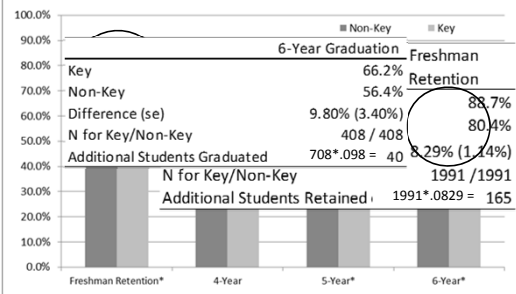




Propensity Score Matching

- Students are NOT randomly assigned Key
- Propensity scores: the probability of a student being in Key
- Propensity Score Adjusted Data: has one Non-Key student matched to each Key student
- Premise: if we match students based on the likelihood to be in Key we approximate random assignment

Propensity Score Adjusted Graduation & Retention Rates



*indicates the proportions are statistically different ($\alpha=.01$)

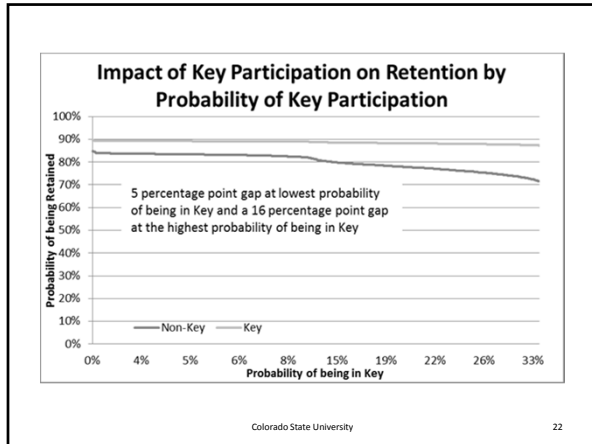
Propensity Score Adjusted Data

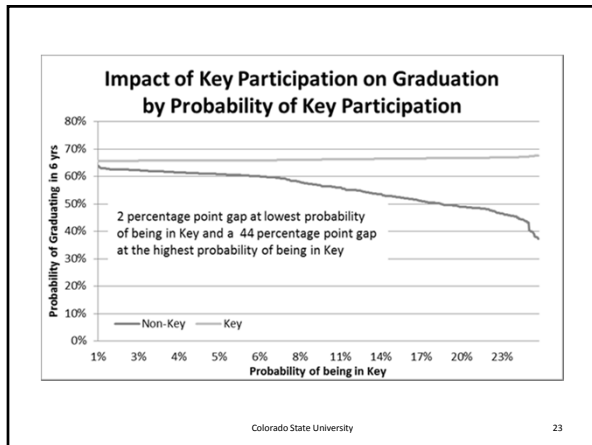
Bottom Quartile- lowest likelihood of being in Key

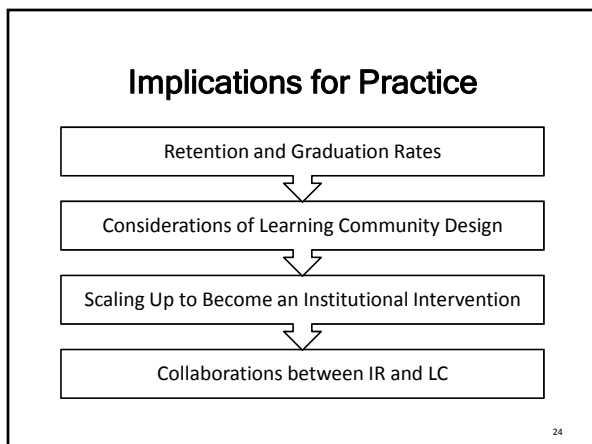
- 116 average index
- 11% First Generation
- 1% Minority
- 1% Pell Recipients
- 46% Female
- 76% Resident students

Top Quartile- highest likelihood of being in Key

- 106 average index
- 67% First Generation
- 100% Minority
- 73% Pell Recipients
- 75% Female
- 87% Resident students







Conclusion

- Students with highest propensity to be in Key are the most at-risk for attrition
- Most often lost in systems that all too often support the majority group
- Key students have beaten the odds with higher retention and graduation rates

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Questions?



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