

Rationale for Retention Efforts

Why We Should Act

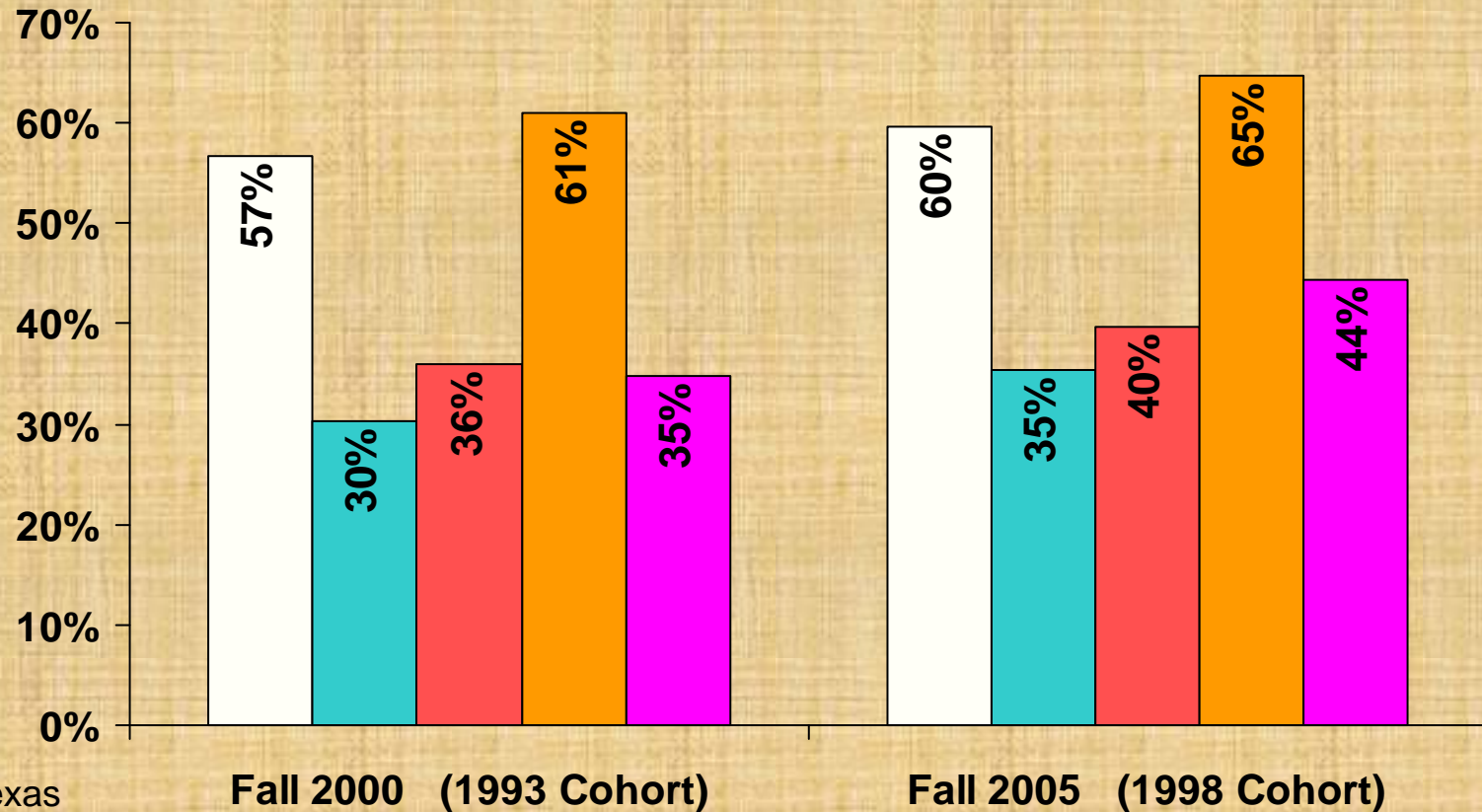
Presented by
Dr. Andrew Jones



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There are large differences among ethnicities in six-year university graduation rates



Source: Texas
Higher Education
Coordinating Board

White African American Hispanic Asian Other

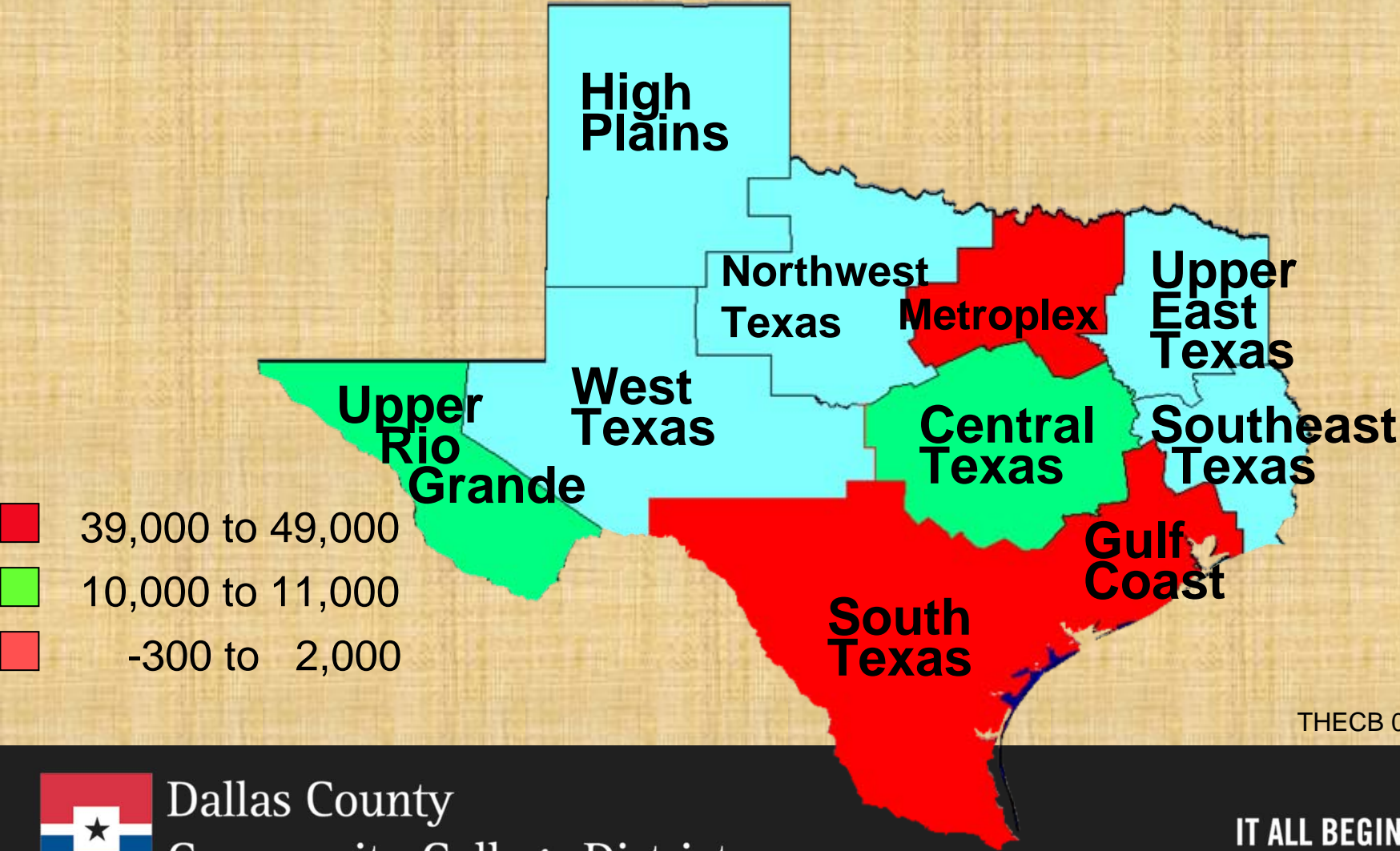
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85 percent of the projected enrollment increase will be in three regions



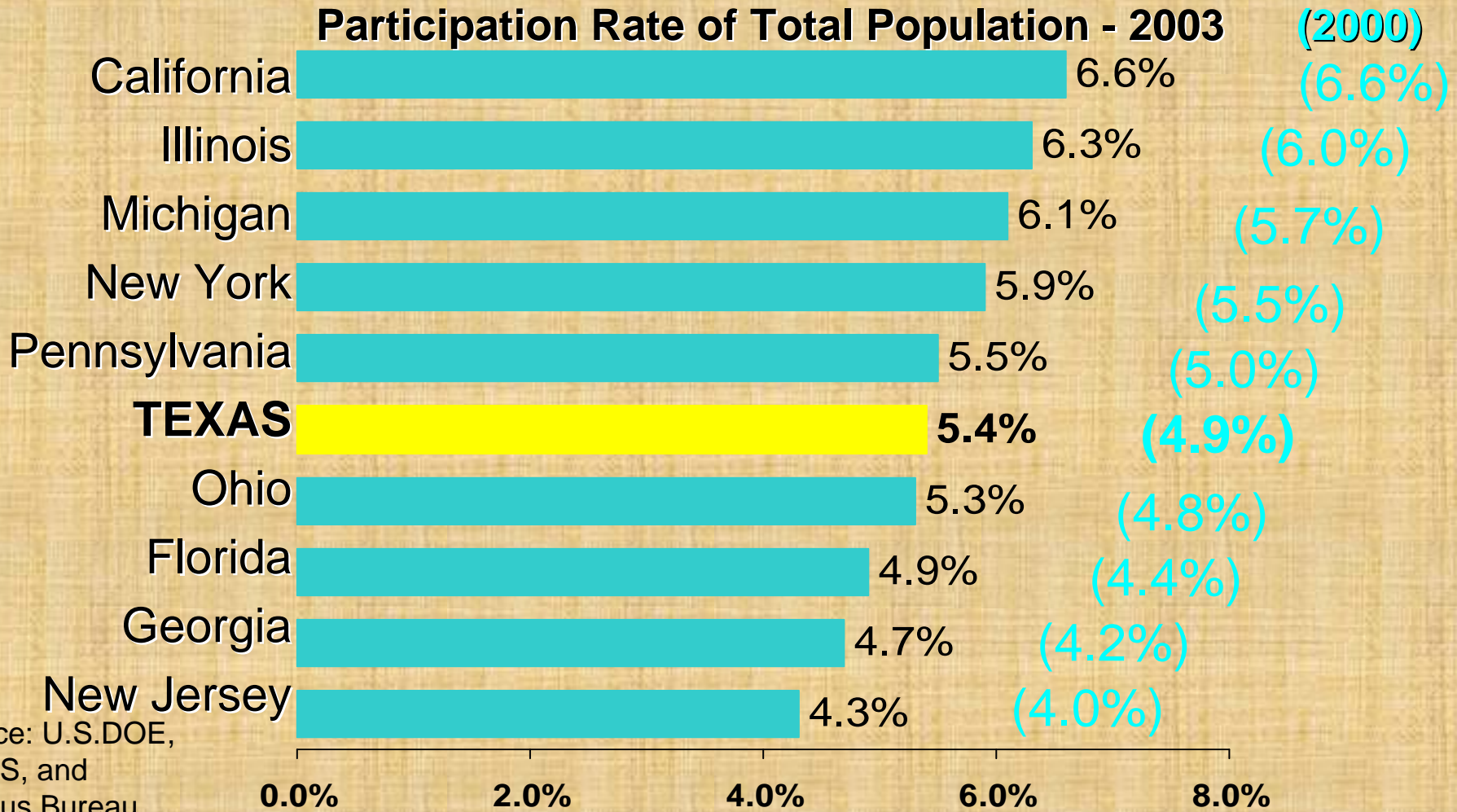
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Texas' participation rate has improved, but remains lower than other states



Texas Review

- New population projections have increased by approximately 2 million
- 1.6 million increase in the Hispanic population
- Hispanics and African Americans continue to participate and graduate at lower rates
- The White 18-24 population is declining after 2009
- The African American 18-24 population peaks numerically in 2013

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DCCCD Office of Student Retention

Presented by
Dr. Sharon L. Blackman
April 7th, 2009



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Goals

- I. To Increase the success of students matriculating through DCCCD colleges
- II. To improve Developmental Education Students Success Rates, especially Math
- III. To improve the retention and persistence rate of First-time-in-college students



Strategies

- Retention Incentives Funding
- Professional Development Activities
- Development of a Culture of Evidence and Data Informed Decision-Making



All Students

Developmental Studies Successful Completions Fall Semester

	2005 Fall			2006 Fall			2007 Fall			2008 Fall			
	Successful (ABC)			Successful (ABC)			Successful (ABC)			Successful (ABC)			
	%	#	Total enrollment	%	#	Total enrollment	%	#	Total enrollment	%	#	Total enrollment	
Total DMAT	51%	6,739	13,135	54%	6,971	13,002	54%	7,154	13,247	57%	7,819	13,631	↑
Total DREA	61%	2,141	3,520	61%	2,061	3,398	62%	2,143	3,459	61%	2,165	3,543	↓
Total DWRI	56%	1,141	2,046	58%	1,130	1,951	60%	1,711	2,856	64%	2,120	3,302	↑
Grand Total	54%	10,021	18,701	55%	10,162	18,351	56%	11,008	19,562	59%	12,104	20,476	↑



First Time in College

Developmental Studies Successful Completions Fall Semester

	2005 Fall			2006 Fall			2007 Fall			2008 Fall			
	Successful (ABC)			Successful (ABC)			Successful (ABC)			Successful (ABC)			
	%	#	Total	%	#	Total	%	#	Total	%	#	Total	
Total DMAT	58%	2,271	3,914	60%	2,295	3,821	59%	1954	3286	61%	2527	4130	↑
Total DREA	64%	1,225	1,906	65%	1,118	1,726	64%	960	1492	63%	1204	1919	↓
Total DWRI	61%	533	880	59%	502	844	62%	756	1215	65%	1081	1674	↑
Grand Total	60%	4,029	6,700	61%	3,915	6,391	61%	3,670	5,993	62%	4,812	7,723	↑



Fall to Spring Retention All students and First-Time-In- College (FTIC)

ETHNIC GROUP	FA05/FA06		FA06/FA07		FA07/FA08	
	ALL	FTIC	ALL	FTIC	ALL	FTIC
Black, Non-Hispanic	65%	71%	65%	70%	65%	68%
Hispanic, Mexican-American	68%	74%	69%	74%	69%	71%
White, Non-Hispanic	64%	70%	66%	72%	65%	71%
OTHER	68%	79%	69%	66%	69%	78%
TOTAL	66%	73%	67%	71%	66%	71%



Fall to Fall Retention

All students and First-Time-In-College (FTIC)

ETHNIC GROUP	FA05/FA06		FA06/FA07		FA07/FA08	
	ALL	FTIC	ALL	FTIC	ALL	FTIC
Black, Non-Hispanic	41%	42%	40%	42%	42%	43%
Hispanic, Mexican-American	51%	56%	52%	60%	52%	56%
White, Non-Hispanic	43%	50%	43%	50%	43%	51%
OTHER	48%	64%	48%	51%	49%	63%
TOTAL	45%	52%	45%	52%	46%	53%



DCCCD Retention Targets

	short term target (2-yrs)	mid-range target (5-yrs)	long-range target (10-yrs)
Developmental Studies Successful Completion Rates	2% (62% to 65%)	73%	78%
Developmental Math Successful Completion Rates	2% (61% to 63%)	70%	75%
FTIC Fall to Spring Retention Rates	2% (71% to 73%)	77%	85%
FTIC Fall to Fall Retention Rates	2% (53% to 55%)	60%	65%



Comparative Retention Data

	<u>DCCCD</u>	<u>TX</u>	<u>NCCBP*</u>
Fall to Spring	66%	N/A	72%
Fall to Fall	46%	54% ¹	51%

***National Community College Benchmark Project**

Note: 1 TX latest data is for the 2007/08 year (FTIC FT population.)



Objectives

- I. Course and Program Redesign
- II. Supplemental Instruction and Support Programs
- III. Student Engagement/Connecting Students to the Institution



Objectives Continued

IV. External Partnerships

V. Summer Bridge Programs

VI. Staff Development Activities

VII. Data Tools



<http://www.dcccd.edu/retention>



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