

Students No Longer Attending RCCD

Presentation to Board of Trustees
Committee Meeting

November 1, 2022

Decline in Enrollments

- “California community college students choosing jobs over class likely fuel enrollment drop.”
 - -Los Angeles Times headline
- “I think a lot of students, particularly from community colleges ... are responding to the labor market.”
 - Doug Shapiro, National Student Clearinghouse
- “The steepest declines were among African American students, Native American students, male students and students who are outside of ...traditional college-going age.”
 - David O’Brien, California Community College Chancellor’s Office

California Community College Student Context

- Community college students are more likely to be
 - underrepresented students of color
 - low-income students
 - working students
 - students with dependent children
 - non-native speakers of English
 - first generation college students
 - older students
- “In sum, the impact of the pandemic for the communities we serve has been deeper, longer lasting, and continues to this day.”
 - John Hetts, Executive Vice Chancellor of the Office of Innovation, Data, Evidence and Analytics

Local Data: Leaver's Dashboard

- Using local data from “Leaver’s Dashboard”
- Students who had successfully completed an award, transfer, or enrolled the next year or the year after that were not included for survey.
- Only students who had not re-enrolled after two years were surveyed.

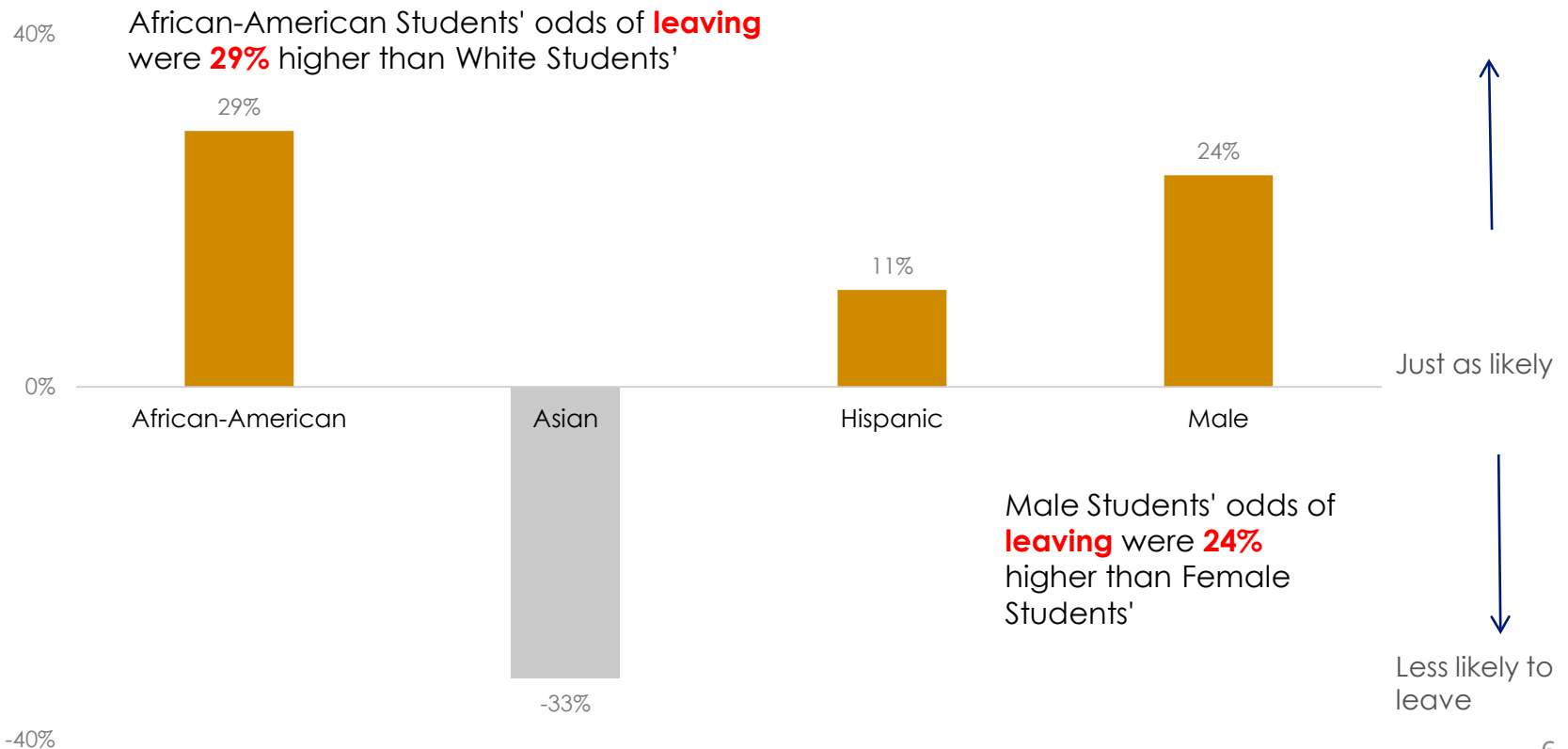
Leaver's Data-Logistic Regression Analysis

- What is logistic regression?
 - Logistic regression is a statistical analysis method to predict a binary outcome, such as yes or no, based on prior observations of a data set.
- A logistic regression model predicts an outcome by analyzing the relationship between one or more existing independent variables and that specific outcome.
- Our binary outcome: Leavers versus non-Leavers

African-American, Hispanic and Male Students were more likely to leave than White Students

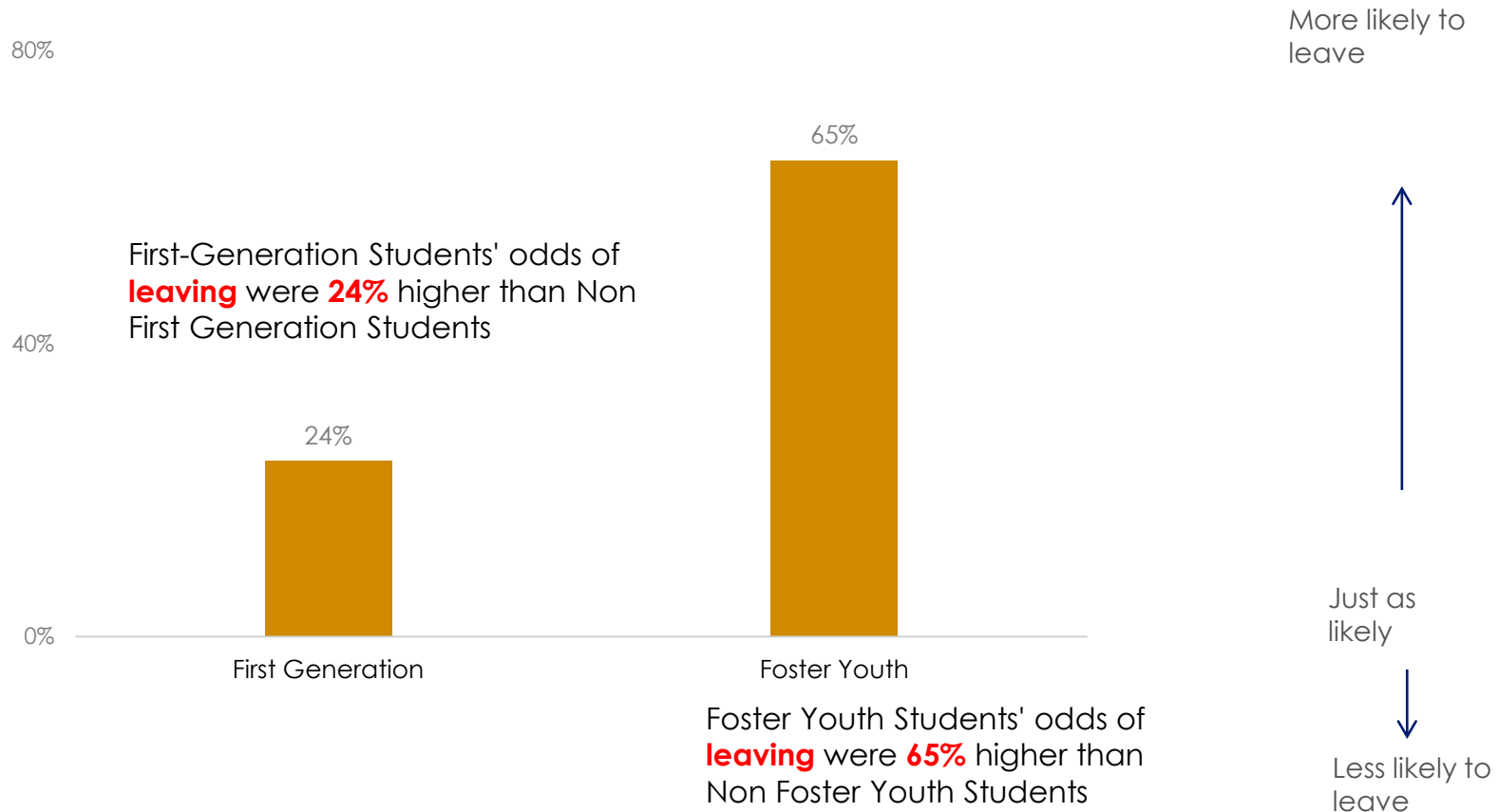
Percentage Change in Odds Ratio by Demographics

More likely to leave

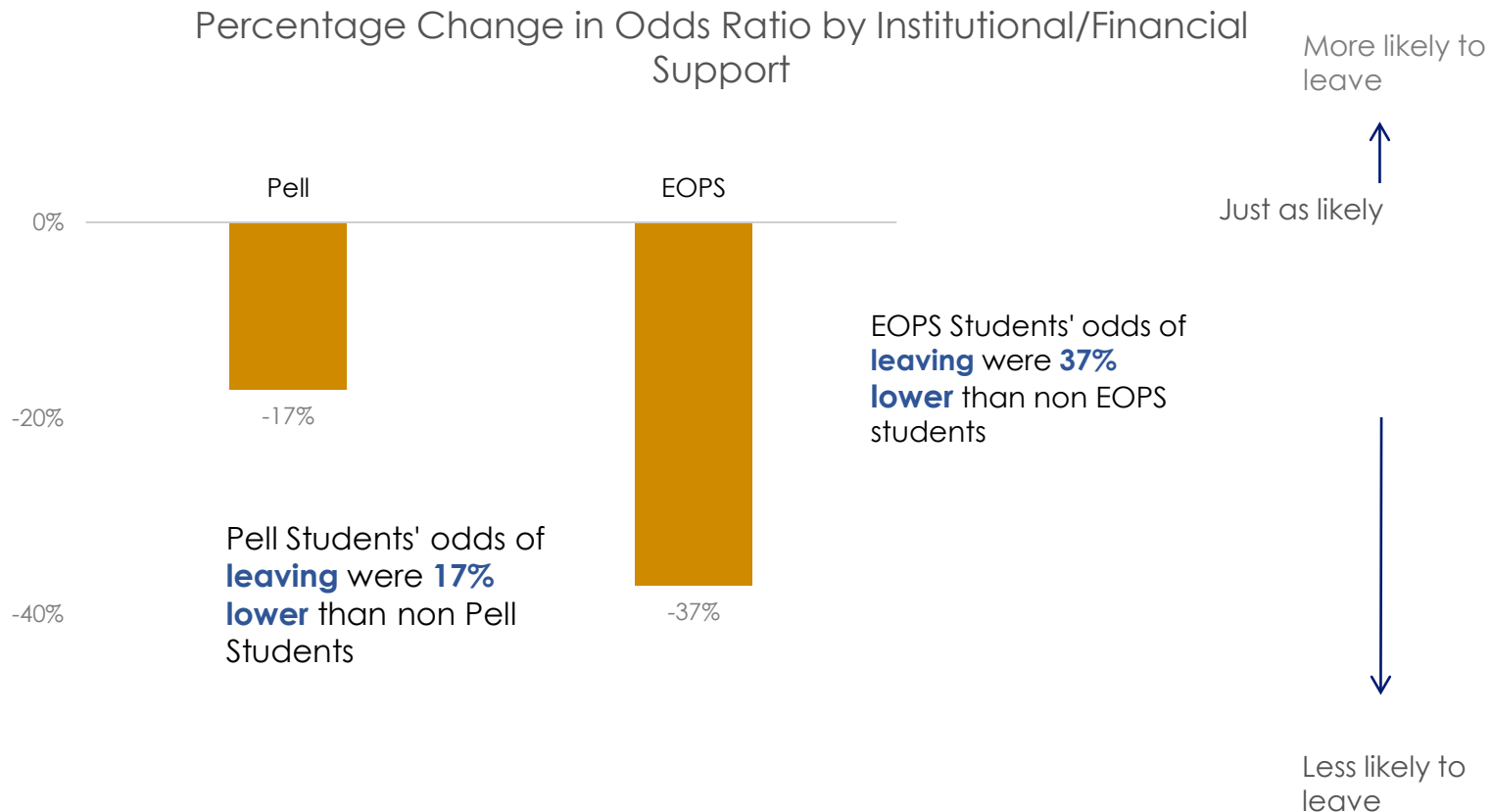


Some special populations were more likely to leave

Percentage Change in Odds Ratio by Special Populations



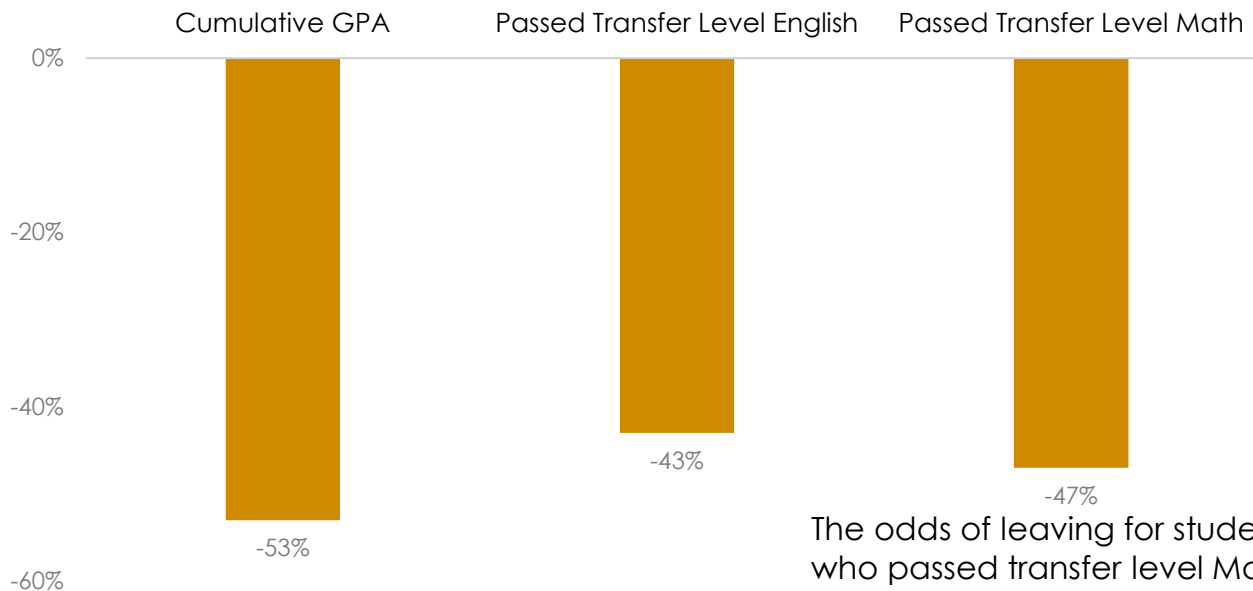
Those who received financial support were less likely to leave



Academic factors were some of the strongest predictors of those who were less likely to leave

Percentage Change in Odds Ratio by Academic Factors

For every one unit that cumulative GPA increases the odds of leaving **decreases** by **53%**.



More likely to leave
 ↑

Just as likely

↓

Less likely to leave

The odds of leaving for students who passed transfer level Math were **47% lower** than those who did not pass (or take it)

College Experiences Improvement Survey

- From existing literature, we had general ideas why students generally were not enrolling.
- Previous surveys provided pre-selected response categories, possibly limiting range of responses.
 - Open-ended questions allowed respondents to freely express their opinions.

Methodology

- Using a sample from the Leaver's Dashboard, we queried students about reasons why they are no longer attending an RCCD school.
- Due to the nature of the sample and the variety of surveys students have taken, brevity was sought.
- Survey was literally three questions.
 - Two open-ended questions and one closed-ended

Three Questions

- Q1: “We know there may be different reasons why you are not currently taking classes with us. Can you please share with us why you are not currently taking courses?”
- Q2: “What can we do to increase the likelihood that you will once again take classes with us?”
- Q3: “Do you have any interest in once again taking classes with us?”
 - Follow-up with contact information

Responses to Question 1

Can you please share with us why you are not currently taking courses?	Count	Can you please share with us why you are not currently taking courses?	Count
For well being; personal life	222	Learning style/preference	37
Work-related	173	DEI/Climate	34
Financial	173	College enrollment/registration system	31
Program policy/process	130	Trying/Tried to enroll	26
Unable to commute/location/moved	111	Course content	22
Course/curriculum	102	Faculty	18
Attend a different institution	93	I am taking courses	15
Commitment	93	Registered for fall, will be taking a course	13
Guidance and resources	90	Have not/ did not get accepted to the program	11
Fulfillment of the purpose	73	Not Applicable	5
COVID-19 Related	43	Never been enrolled in any of the above schools/never taken at RCC	2

Response “For well-being”:

“I stopped taking courses because my mental health was deteriorating around that time and my education was getting impacted by it. I didn’t want to take space in a class where I knew I didn’t have motivation to do it (no matter how much I wanted to) and ultimately not finish it.”

Response “Work-related”:

“I had to return to work after losing pandemic benefits. Because I started at a job making significantly less money than I was at my previous job, I have to work another part time job as well. So, no time for the hours required to attend school and do well.”

Response “Financial”:

“Single mom to 4 children, no job, fixed income, nothing in the budget to get to and from school or books/supplies .”

“Financial aid office was having issues with my FAFSA and I was having a hard time asking for help due to everyone being busy, which is understandable but I felt like my issue wasn’t getting helped. And I did not want to continue classes if I was going to pay out of my pocket.”

Response “Program Policy/Process”:

“I didn't enroll before because of vaccine mandate, pandemic, learning style works best with in-person learning, the transition to online during the pandemic was horrible, one of my teachers was horrible and added more work during pandemic, and by April 2020 was unrealistic about pandemic timeframe and gave no extra time for due dates, even when family had COVID.”

Response “Course/Curriculum”:

“I did not feel I was getting the best educational services when I took classes there. The professors syllabus was unreasonable and assignments were excessive. I went to another school that would accommodate me on a greater level as a full-time employee also taking classes.”

Responses to Question 2

What can we do to increase the likelihood that you will once again take classes with us?	Count	What can we do to increase the likelihood that you will once again take classes with us?	Count
Guidance / Resources <i>(recoded below)</i>	331	Course/Curriculum <i>(recoded below)</i>	281
General Counseling	100	More online courses	108
Financial Aid	71	More variety in time of courses	55
Improved Communication (including website)	59	More courses-general	39
Student Services (not Financial Aid)	54	More courses-specific	33
Specific Counseling	21	More new courses	33
More Classes (nonspecific)	12	More face to face courses	13
More Online	12	Other	
More face to face services	2	Affordability	129
NA/NR <i>(recoded below)</i>	309	Nothing	125
Will Return / would Like to return	83	COVID-19 Regs Related	49
Left Intentionally blank	56	Registration/enrollment	44
N/A	46	Program/school policy	42
Personal_Based	33	Employees	42
Not sure what to suggest	27	“It is not you, it is me”	39
Nothing to suggest	25	Class content	20
Geographic Reasons	13	Process	12
If needed, will return	13	Climate	9
Hard No	13	Diversity, Equity, Inclusion Issue	5

Responses to Question 3

- “Do you have any interest in once again taking classes with us?”
 - 850 responded affirmatively (75%)
 - We have contact information for these students for follow-up

Following-Up at the Colleges

- Due to the complexity of the dataset, this presentation serves only as a brief introduction and a foundation for further activity
- Presentations to be made to the colleges
 - Faculty groups
 - Student services
 - Other interested constituencies
- Sharing the findings will help us develop strategies and recommendations to improve student experiences and, ultimately, student success

Next Steps

- Further study into the student responses
 - Convened working group to confirm initial coding
 - Further sub-group analyses
- Provide contact information to colleges for student outreach
- Finalize results into document

Students No Longer Attending RCCD

end of slide show