Persistence & Completion

BY

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Why are we here?

What is Persistence & Completion?

- Students persisting to completion of their educational goals is a key gauge of student & institutional success.

- Two statistics in connection with student success:
  - Freshman-to-Sophomore Persistence.
  - Cohort graduation rate.

(Moving From Theory To Action: Building A Model of Institutional Action for Student Success, Vincent Tinto, 2006)
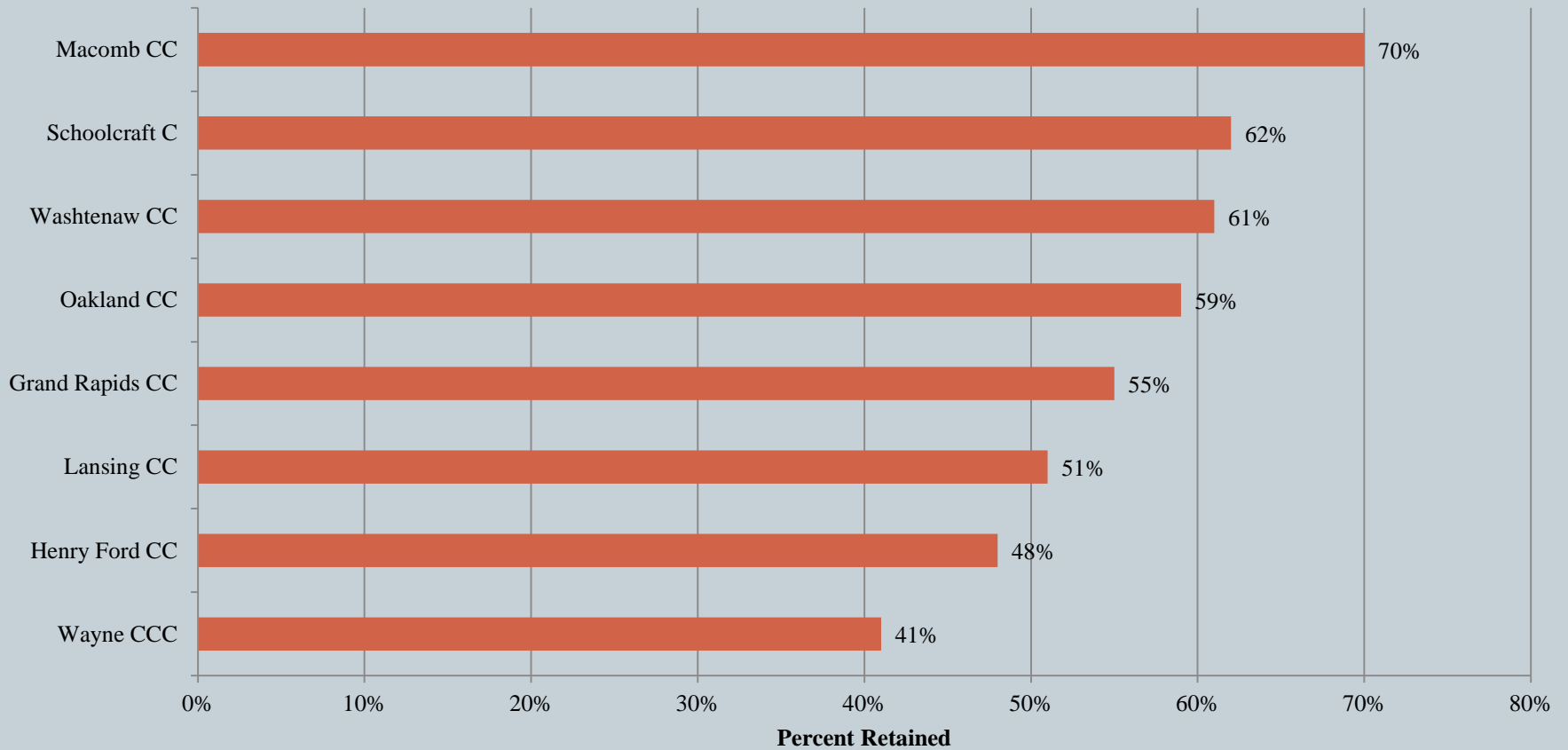
Persistence & Completion

- ## The freshman-to-sophomore persistence rate
  - A measure of the percentage of first-time, full-time degree seeking students enrolled the following fall semester. (IPEDS)

- ## The cohort graduation rate
  - The percentage of an entering class that graduates within three years (150% normal time) with an associate's degree. (IPEDS)

Persistence Comparison

IPEDS 2009 Cohort - Retention Rate

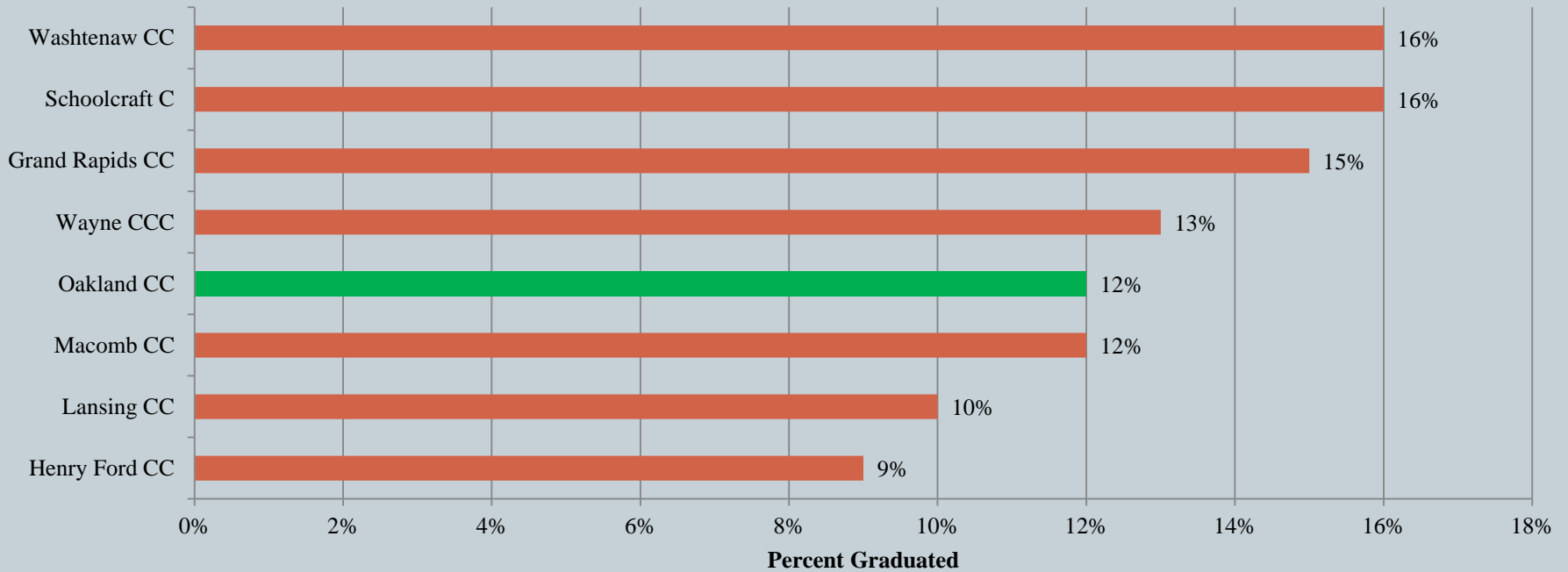| Institution	Percent Retained
Macomb CC	70%
Schoolcraft C	62%
Washtenaw CC	61%
Oakland CC	59%
Grand Rapids CC	55%
Lansing CC	51%
Henry Ford CC	48%
Wayne CCC	41%

Percent Retained

Completion Comparison

IPEDS 2009 Cohort - Graduation Rate

Conditions for Student Success

1) Expectations
- College
  - Requirements of degree completion
  - Profile of a successful student
  - Syllabi: grading and classroom assessment
- Student's personal standard
  - Grades, study time and attendance

2) Support
- Tutoring/ Academic
- Educational and Career Counseling
- Financial

3) Feedback to the students
- Frequent feedback of performance
- Timely: students and faculty can adjust their approach

4) Involvement (engagement)
- Peers, faculty and staff
  - Service learning
  - Group work
  - Social organizations and clubs

(From Tinto's 2012 "Completing College: Rethinking Institutional Action")

Examples of Initiatives Being Explored

- Early warning/alert

- First year experience seminar

- Mandatory Orientation

- Course sequencing

- Mandatory counseling for incoming and undecided students

P & C Academy Timeline

- Year 1 (2015/16)
  - Data discovery (began June 2015)
  - Academy team development
- Year 2
  - Document progress and potential project/midpoint roundtable
- Year 3
  - Review progress/consultation with Academy mentors
- Year 4
  - Write impact report
  - Present results