

Outside the

Notes from Institutional Effectiveness

Our Perspective

The vision of the Department of Institutional Effectiveness is to continuously build and support a culture of evidence through the provision of institutional research studies, effectiveness enhancing methodologies and innovative strategic planning approaches to increase institutional and student performance.

Modeling Dropouts

Institutions are consistently running into the issue of students enrolling and disappearing before census which really discredits the institutions and other students seeking to academic progression. The development of this model used static data variables to determine a parameter of students that drop out of >75% and 100% classes before census.

The dataset for the study spanned over a five year period (2009-2013). A calculation was developed based on the student enrollment patterns which took into account percentage of courses/units enrolled. There were three groupings of students:

Group 1: > 75% of the students unenrolled and did not reenroll before census.

Group 2: > 100% of the students unenrolled and did not reenroll before census.

The findings of the statistical analyses showed that all models were statistically significant and had predictability strength greater than 55% each.

Table 1 *Dropout Models*

	Model 1	Model 2
Variables	Fall Term GED Inmate	Fall Term GED
Predictability Strength	57.5%	57.8%

The outcome of the models can be used as a vehicle to recommend intervention programs focused on student planning and retention. By developing a strong educational plans and preparing student for college courses, the institution can better align with a progression strategy to ensure students are retained and are meeting their educational goals

