

# Methodology of College-Wide Non-Instructional Retention Assessment



1. Today's presenters
  - a. Dr. Yan Wang - Director, Institutional Research
  - b. Erich Zeimantz - Director, Student Life
  - c. Dr. Jeff Janz - Vice President, Retention and Completion - unable to be here
  
2. Our Retention Assessment Oversight Team Members
  - a. Carl Morency - Director, Instructional Resources and Student Support
  - b. Equan Burrows - Dean, Student Experience
  - c. Eva Martinez Powless - Chief Diversity, Equity, and Inclusion Officer
  - d. Michael Jenkins - Dir, Retention & Scheduling
  - e. Michelle Lamarre - Judicial Affairs Officer

## About MATC

1. Milwaukee Area Technical College is the largest 2 year technical college in the state of Wisconsin
2. MATC has 5 locations with various Community-based Organizations that are intertwined with the community.
3. We host GED/HSED and ESL through Associate Degrees. Additionally, we have articulation agreements and several blended programs with 4 year institutions.
4. Prior to the pandemic enrollment was 34,085 in headcounts (10,023 in FTEs) in FY2019
  - a. Current Enrollment is 28,921 in headcounts (7,817 in FTEs) in FY2022.

As our enrollment declined, we identified the need to continue to positively impact retention and do so in a systematic, data-disciplined matter.

# Goals and Initial Assessment Questions

1. Create a usable retention tool that is beneficial to all constituents
2. Identify practices of retention success with minimal output from cohort champions
3. Based on the data, identify new practices to support increased retention
4. Use disaggregated data to reduce equity gaps
5. Use data to celebrate student success and recognize our teams
6. Create college wide impact and a single assessment source of retention for the college.

# Structure of Assessment and the Project

1. Used a between groups (cohort) correlational model to measure the retention between members or users of a group to students non-users
2. How did we identify cohorts?
  - a. Initiatives - provide services, resources, initiatives
  - b. Student organizations, scholarships, and special interest groups.
  - c. Offices and programs that serve students in a measurable way
3. How to measure and impact the equity gap?
  - a. Compare student success between white students and students of color.
  - b. Further measure gaps based on initiative participation and cohort membership
  - c. Encourage participation in initiatives when equity gaps are low

## Student Cohorts at MATC:

- **All Students**
- **Students of Color**
- **Student Athletes**
- **Students who are Veterans or Veteran Spouses**
- **Full-time students**
- **Part time students**
- **Pell grant recipients**
- **High School Promise recipients**
- **Adult Promise recipients**
- **Students on probation**
- **Male students**
- **Female Students**
- **College Possible Scholars**
- **Guided Pathway Program students**
- **Single parent students/all student parents**
- **Boys & Girls Clubs graduates**
- **Foster Care participants**
- **Former Dual Enrollment Students**



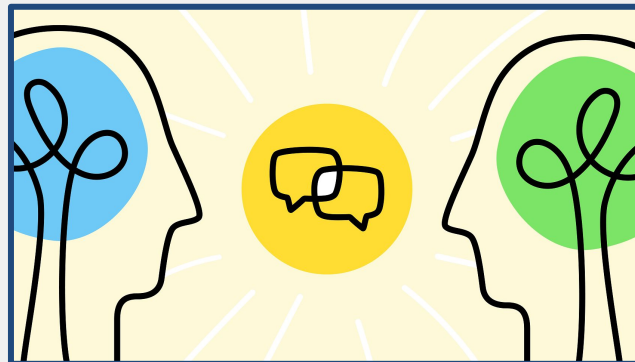
## Services, Resources, Initiatives at MATC:

- **Student Employees**
- **Students with Accommodation Needs**
- **Students Receiving Advising Services**
- **Tutoring Services participants**
- **Hotspot recipients**
- **Westtown Green residents**
- **Men of Color Initiative participants**
- **Students Enrolled in Low/Cost or No/Cost Course Sections**
- **Chromebook recipients**
- **Students Receiving Retention Coaching services**
- **Student Resource Center users**
- **Food Pantry users**
- **Childcare parents**
- **Student organization members**
- **Student governance participants**

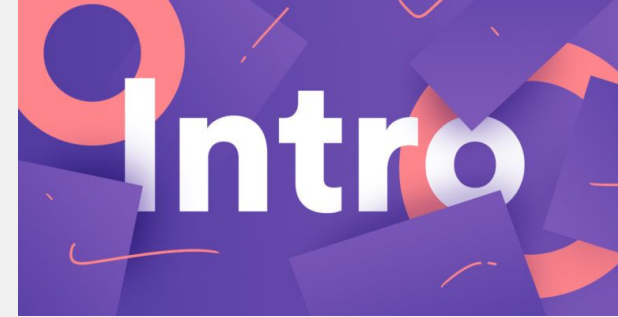


## Informed by, Informs and Collaborates with:

- ❑ Holistic Coordinated Care Network
- ❑ Strategic Enrollment Management
- ❑ EAB Moon Shot
- ❑ Achieving the Dream
- ❑ President's Task Force on DEI







## Initial Work:

- ★ Met with our first 16 cohorts through an existing Performance Metric process to identify usable metrics for each group and collect initial data.
  - Created buy-in with each group and introduced the project
  - Helped to refine the metrics for each group to have a better understanding of assessment needs and which metrics are of value
- ★ Identified Google Data Studio or Excel as initial tools.
  - Eventual challenges with using Google Data Studio due to College IT policies.
  - Currently use Excel with robust data handling using slicers.
- ★ Completed our first *MATC Student Success Profiles Fall to Spring Persistence Comparisons and Equity Gap Analysis 2021-22* in May of 2022.
  - Completed sharing with the college throughout the summer and in opening of the year.

# Fall to Spring Persistence Rate Dashboard

## IPEDS First-time Degree-seeking Students - Fall to Spring Persistence Rate Dashboards

### IPEDS\_Race/Ethnicity

- 1\_Hispanic
- 2\_American Indian
- 3\_Asian
- 4\_Black or African Americ...
- 5\_Hawaiian/Pacific Islan...
- 6\_White
- 7\_Two or More Races
- 8\_Unknown
- (blank)

### Gender

- Female
- Male

### Enrollment Status

- Full-time
- Part-time

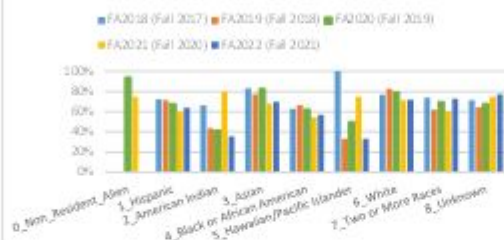
### Pell Recipient Status

- No
- Yes

### Chromebook Recipient

- No
- Yes

Fall to Spring Persistence Rates by Race/Ethnicity



Fall to Spring Persistence Rates by Gender



Fall to Spring Persistence Rates by Enrollment Status

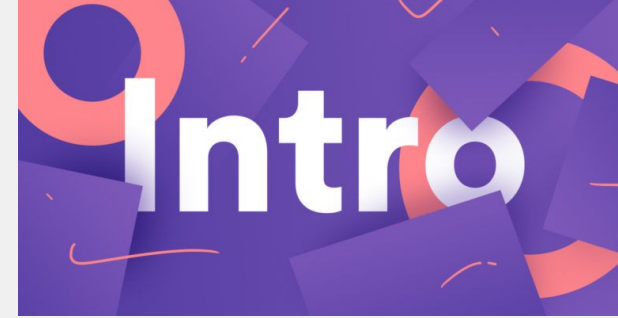


Fall to Spring Persistence Rate by Pell Recipient Status



Fall to Spring Persistence Rate by Chromebook Recipient

Fall to Spring Persistence Rate by Westown Green Housing Resident



## Initial Work:

- ★ For our first report:
  - 1,971 First-time Degree-seeking students in fall, 2021 included
    - This was due to using IPEDS data
  - 62% of all students persisted from fall, 2021 to spring, 2022
  - 72% of White students persisted
  - 57% of Black or African American students persisted (Equity Gap of 15%)
  - 64% of Hispanic students persisted (Equity Gap of 8%)
  - 62% of all students of color persisted (Equity Gap of 10%)
- ★ Unexpected results:
  - 27% more student employees persisted compared to non-student employees
  - 28% more students with accommodation persist compared to students who do not have accommodation needs

## Next Steps

- Determine action plans and timelines to impact success as measured by these metric indicators
- Create a Champion and Liaison structure to institutionalize and support the project
- Build data tracking processes to integrate with enterprise tools such as EAB Navigate
- Develop Cohort Retention Action Plans through Champions to create immediate and long term impact on retention.
- Increase and expand our cohorts to new data opportunities
- Increase our data set beyond IPEDs
- Acquire a new tool such as PowerBI or a similar platform



## **COHORT ACTIONS STEPS MAY INCLUDE:**

- Survey students/conduct focus groups to identify barriers to success and services and resources needed
- Meet as a cohort, including an initial orientation; facilitate student relationships for those with common lifestyles or activities
- Introduce pertinent services, programs, resources and initiatives
- Emphasize those services for which persistence in college is correlated and equity gaps are reduced
- Offer Financial Literacy training
- Encourage direct staff contact (Pathway) - Hustle; EAB Navigate; calls; meetings
- Encourage Advisor/Coaching assistance
- Encourage student organization participation or establish a student organization if one is not available
- Encourage event attendance, including athletic events
- Provide personalized group tutorial programs
- Coordinate mid-term academic assistance
- Offer peer/faculty mentoring

# Retention is Written in Every Job Description - We Serve our Students by Coordinating our Care!



Care Coordination