

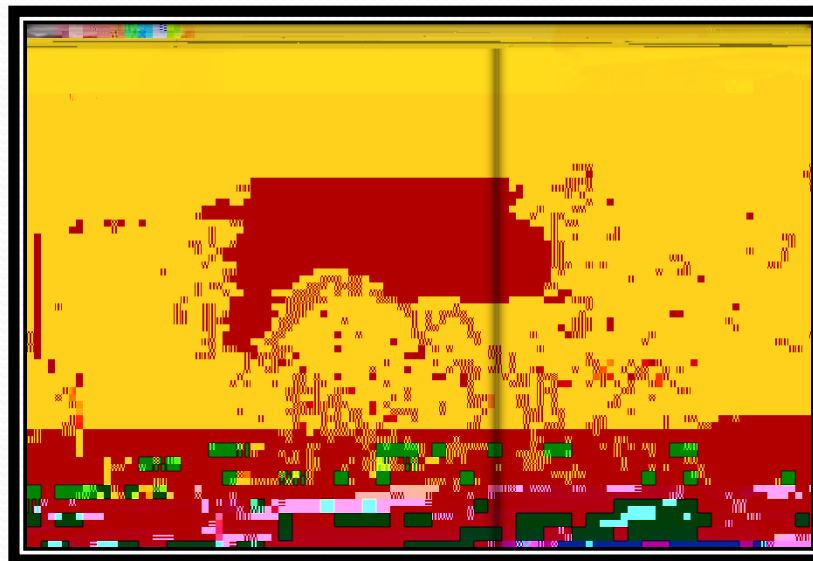


You may be interested in this session if

You're responsible for tracking students and their retention and progression to graduation.

You're responsible for tracking drop-out students.

You're interested in early vs. late dropouts.





This presentation will discuss

Motivation for the Study

Literature Review

Research Questions

Data, Variables, and Methods

Results

Limitations

Possible Implications

Questions and Comments

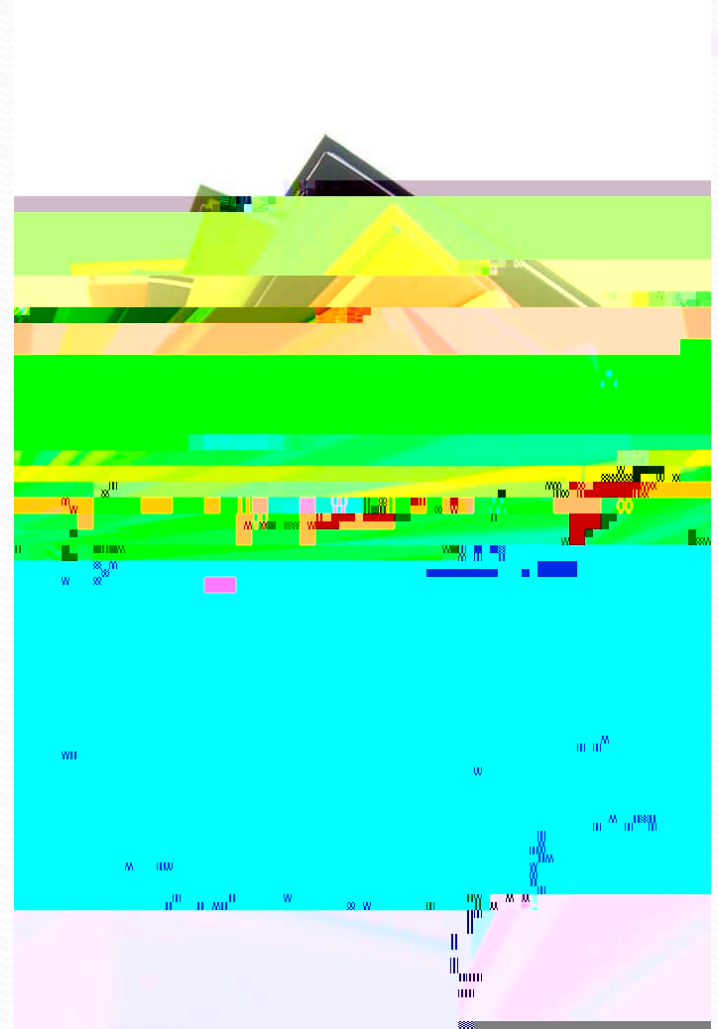




What Should I Learn This Session?

AKA ... learning objectives

- Early dropouts leave for different reasons than late dropouts
- Results suggest that programming/services that focus on late dropouts is justified
- The majority of students that dropped out late did not matriculate elsewhere
- Campuses can strategically target late dropouts





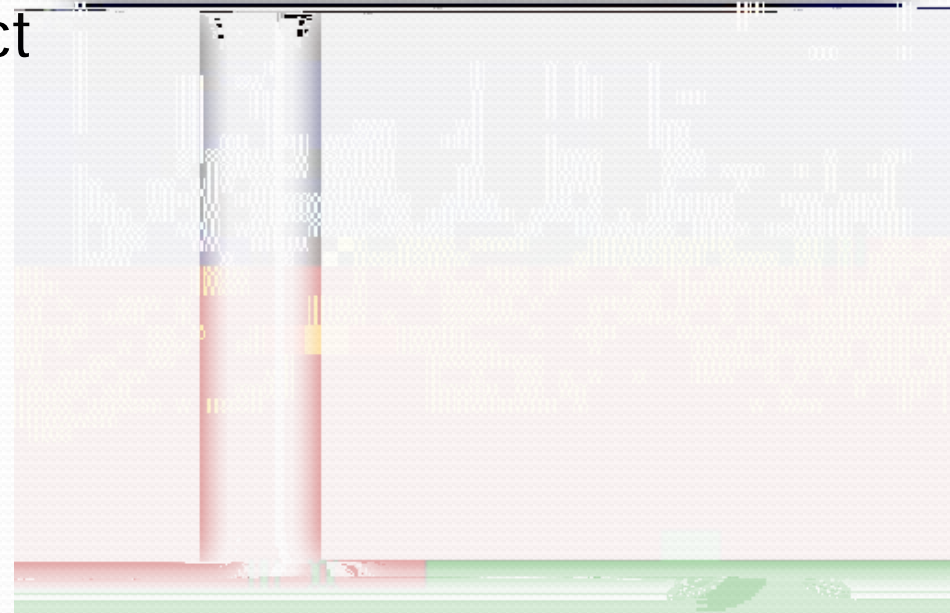
Brief Literature Review

Tinto's Student Integration Model:

Students arrive at college with a variety of patterns of personal, family, and academic attributes that affect initial levels of commitment.

Initial commitments affect levels of social and academic integration.

Results in the student's decision to persist or withdraw.







Brief Literature Review

The study will utilize the student retention theories developed by

Tinto (1993)

Bean (1980)





Research Questions

1. What factors have significant impacts on early dropout relative to late dropout?
2. What factors have significant impacts on early dropout relative to six-year graduation?
3. What factors have significant impacts on late dropout relative to six-year graduation?
- 4.





22333

Ex. 1635

Text a code to 22333





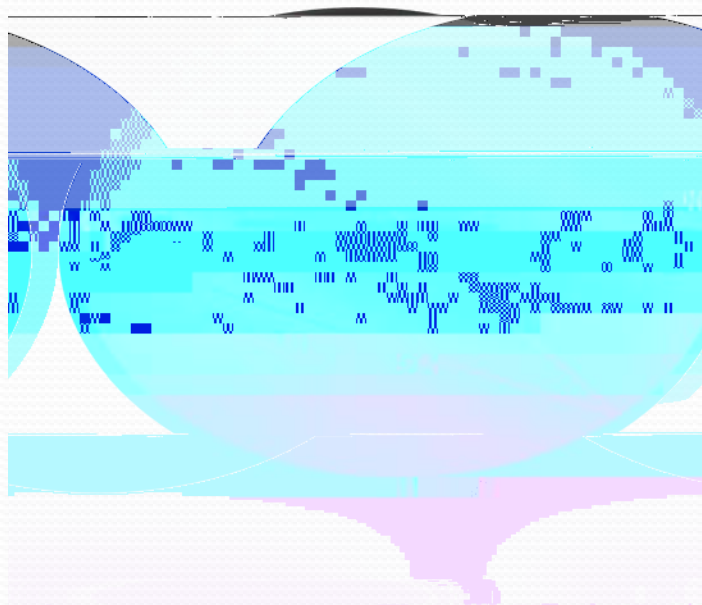
RQ 1-3- Data, Variables, and Methods

Data were obtained from a predominately White, medium-sized public university in a southeastern state. Three cohorts (1999, 2000, and 2001) were included in the study.

Students with missing data were excluded, resulting in a sample size of 3,520.

The outcome variable is persistence status with four categories: early dropout, late dropout, six-year graduation, and other.

Multinomial and binary logistic regression were utilized.





RQ 1-3- Data, Variables, and Methods

Background Characteristics:
Gender, Ethnicity,
Entering Age, and
Residency Status

Pre-College Academic Preparation:
High School GPA, SAT
Math Score, SAT Verbal
Score

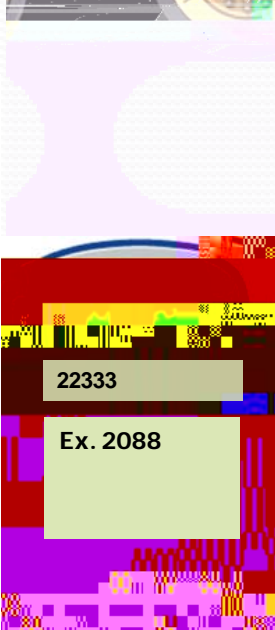
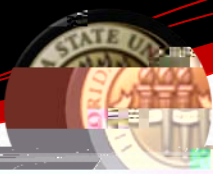
College Experience:
First-year Housing Status,
First-





RQ 4-





22333

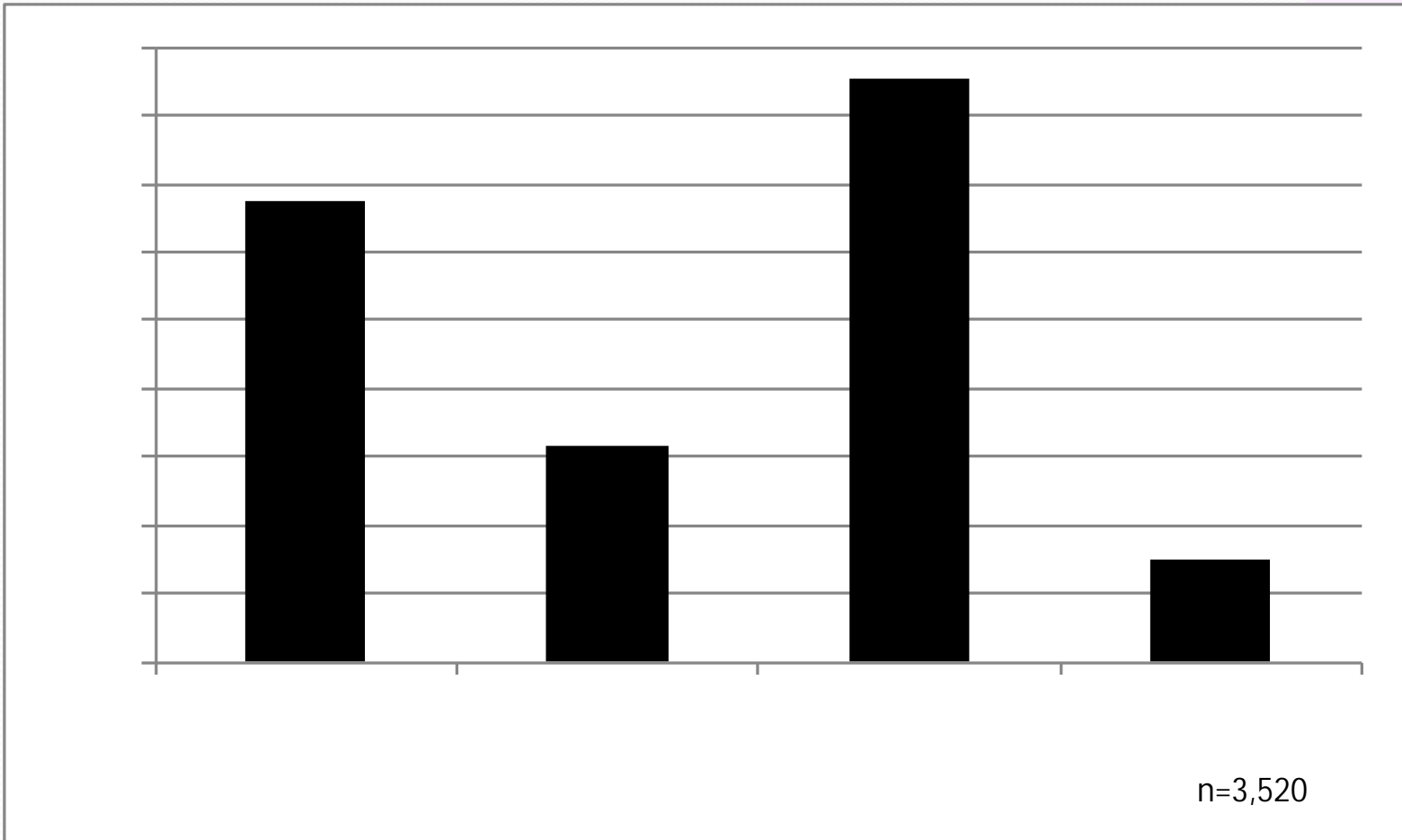
Ex. 2088

Text a code to 22333
Standard rates apply.





Descriptive Statistics

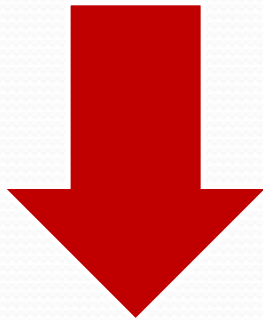


Source: VSU SRA, April 2010.





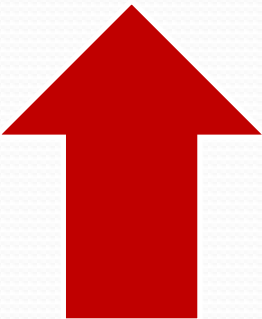
Results—RQ1-3

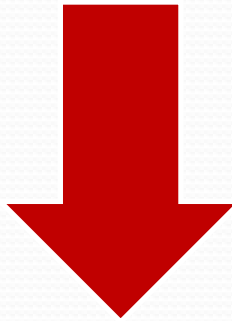
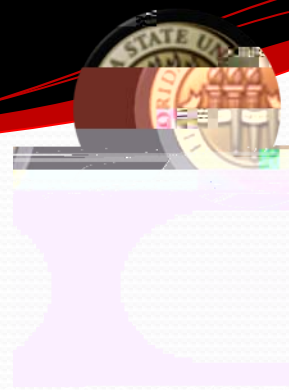


Early Dropouts
Female Students
Older Students
White Students
FY College GPA 0.00 to
2.50 Students



Late Dropouts
Male Students
Younger Students
African American
Students
FY College GPA 2.51 to
3.50 Students





Early Dropouts
Older Students
White Students
FY College3,369d16.33w 1.23d









Results—RQ4

Source: VSU SRA, April 2010.





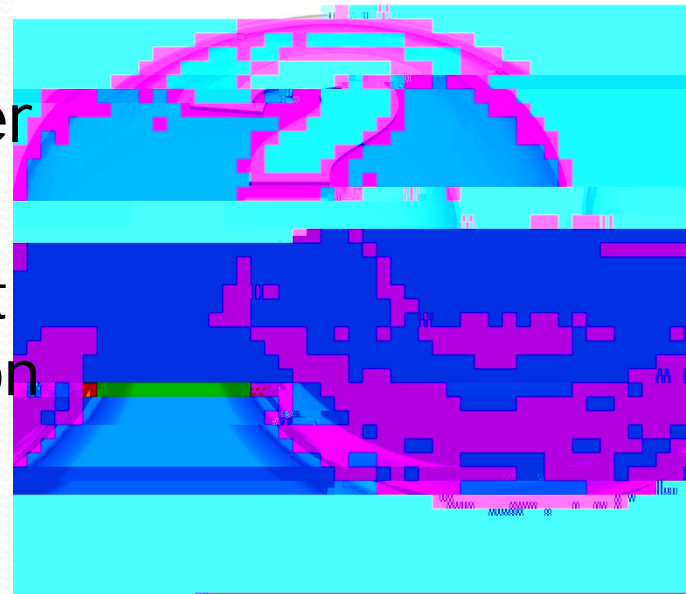


Discussion and Implications

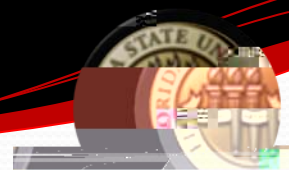
1. Not all students respond to higher education in the same way.

Merit aid is statistically significant for the late dropout vs. graduation group, but not for the other two groups.

Consistent findings with research that financial aid impacts students differently at different points in their academic careers (Hu, 2000).







3. Institutional decision makers should use caution when creating programs and services for students

Need to consider different groups of dropouts.

4. We can develop a "taxonomy" of late dropouts.

This study reveals that the characteristics of early dropouts differ from those of late dropouts

Using the characteristics identified in this study, students can be strategically targeted to increase the probability for graduation.

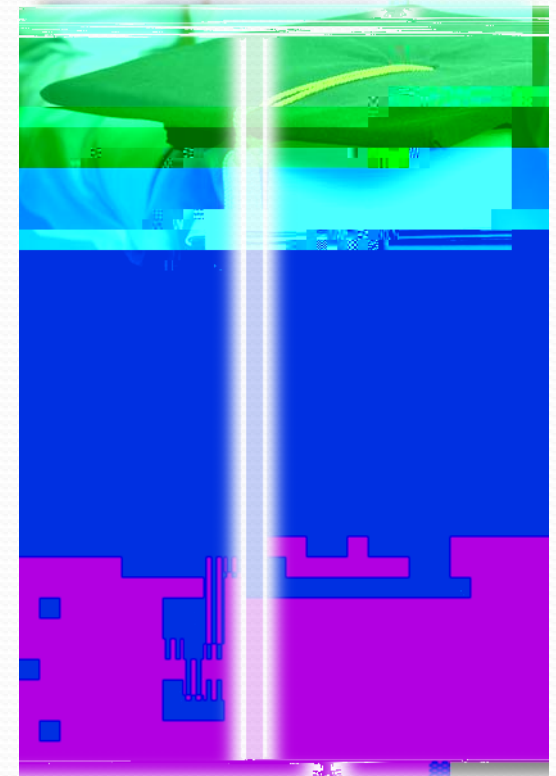




Discussion and Implications

5. Share information about the reasons students leave with the campus

Including differences between early and late leavers.

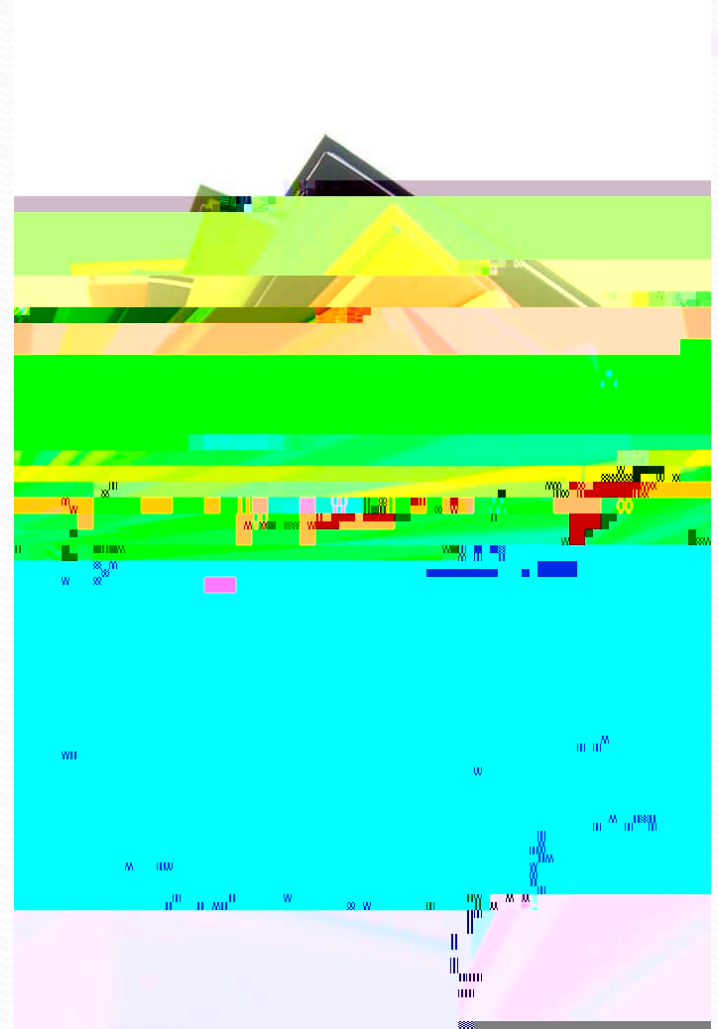


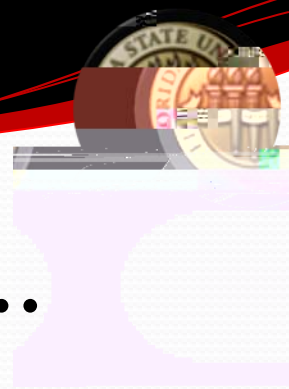


What Should I Learn This Session?

AKA ... learning objectives

- Early dropouts leave for different reasons than late dropouts
- Results suggest that programming/services that focus on late dropouts is justified
- The majority of students that dropped out late did not matriculate elsewhere
- Campuses can strategically target late dropouts





Interested in more information ...

The paper is available on our website at:

<http://www.valdosta.edu/sra/presentations.shtml>

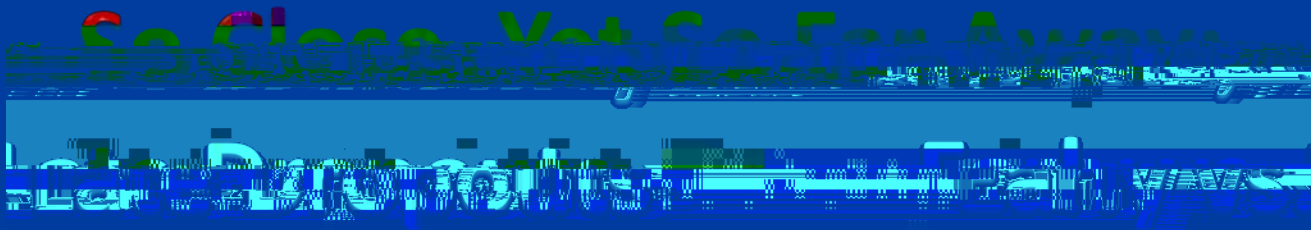




Thank You

Questions and Comments





Yanli Ma, Ph.D.

Doctoral Student
Florida State University
ym05c@fsu.edu

Kristina M. Cragg, Ph.D.

Assistant to the President for
Strategic Research & Analysis
Valdosta State University
Strategic Research & Analysis

kmcragg@valdosta.edu / www.valdosta.edu/sra

AIR 2010 Forum – Chicago, IL – June 1, 2009



Association of Institutional Research
Annual Forum 2010
So Close, Yet So Far Away: Early vs. Late Dropouts

Table 1: Descriptive Statistics for the Sample (N=3,520)

VARIABLE	N	PERCENTAGE	MEAN	D. S.
GENDER				
Male	1,350	38.20%		
Female @	2,170	61.80%		
ENTERING AGE				
Age (Years)	3,520		18.42	0.66
ETHNICITY				
African American	800	22.70%		
Other	130	3.80%		
White @	2,590	73.50%		
RESIDENCE STATUS				
Out of state	130	3.80%		
In state @	3,390	96.20%		
HIGHSCHOOL GPA				
3.51 #.00	610	17.40%		
3.01 #.50	1,110	31.60%		
2.51 #.00	1,210	34.20%		
0.00 #.50 @	590	16.70%		
SAT MATH				
SAT Math	3,520		485.87	66.05
SAT VERBAL				
SAT Verbal	3,520		507.86	48.28
HOUSING STATUS				
On campus	2,220	63.00%		
Off campus @	1,300	37.00%		
FIRST YEAR MAJOR FIELD				
Art	320	9.10%		
Humanities & Social Sciences	250	7.20%		
Business	410	11.60%		
Education	700	19.90%		
Nursing	170	4.90%		
Undecided	940	26.80%		
Science @	720	20.50%		
FIRST FALL CREDIT LOAD				
First fall credit load	3,520		13.03	2.07
FIRST YEAR COLLEGE GPA				
3.51 #.00	470	13.30%		
3.01 #.50	860	24.50%		
2.51 #.00	870	24.70%		
0.00 #.50 @	1,320	37.50%		
MERIT AID				
Yes	2,990	84.90%		
No @	530	15.10%		
PERSISTENCE STATUS				
Early dropout	1,190	33.80%		
Late dropout	560	15.90%		
Graduation within 6 years	1,510	42.80%		
Other	260	7.50%		

Note: 1) @ indicates reference category for the set of design variables and for the outcome variable in the multinomial logistic regression model; 2) Following relevant federal protocols concerning restricted access data, all numbers in the "N" column were rounded to the nearest 10.

Association of Institutional Research
Annual Forum 2010
So Close, Yet So Far Away: Early vs. Late Dropouts

	Odds Ratio	Sig.	Odds Ratio	Sig.	Odds Ratio	Sig.
Male	0.722	**	0.911		1.262	*
Age (Years)	1.185	*	1.152	*	0.972	
African American	0.587	***	0.709	**	1.209	
Other	0.751		0.758		1.009	
Out of state	1.646		0.853		0.518	*
3.51-4.00	1.087		0.529	***	0.486	**
3.01-3.50	1.114		0.667	**	0.599	**
2.51-3.00	0.759		0.789		1.039	
SAT Math score/100 points	0.82		1.157		1.411	***
SAT Verbal score/100 points	1.048		1.087		1.037	
On campus	1.203		1.225	*	1.018	
FIRST YEAR MAJOR FIELD						
Art	1.436		0.777		0.541	**
Humanities & Social Sciences	1.151		0.635	*	0.552	**
Business	1.347		0.755		0.561	**
Education	1.195		0.609	***	0.51	***
Nursing	0.684		0.987		1.443	
Undecided	1.134		0.811		0.715	*
FIRST FALL CREDIT LOAD						
First fall credit load	0.986		0.925	***	0.939	*
FIRST YEAR COLLEGE GPA						
3.51-4.00	1.031		0.182	***	0.176	***
3.01-3.50	0.618	**	0.209	***	0.338	***
2.51-3.00	0.69	**	0.296	***	0.428	***
Yes	1.389		0.863		0.621	*

Abstract: While some students dropout early in their academic career, others dropout close to completion. What similarities and differences exist between these early and late dropouts? Using a sample of 3,520 first time,