

2015-16 Fall-to-Spring Retention Analysis

Prepared by Dr. Jason Watts, Dean for Instruction, IR/IE, & Strategic Planning

Overview

Not including transient students (who would not be expected to return), 77% of students enrolled in Fall 2015 returned for Spring 2016. 78% of students classified as “first-time freshmen” returned. The analysis looked at a number of factors, including credit hours taken, GPA, and online courses taken. These are the highlights of that analysis. **Only degree-seeking students are included in this analysis (Dual Enrollment and Transient students are not).**

Student GPA

- First-semester GPA was the strongest predictor of retention. Students who made better grades were more likely to return. The average GPA of returning students was 3.09, vs. 2.01 for non-returning students.
- The retention rate was 31% for students with a GPA below 2.0, 79% for students with GPA between 2.0 and 2.99, and 88% for students with a GPA of 3.0 or higher

Credit Hours Attempted

- Students who attempted more credit hours were more likely to return than those who took fewer hours. 81% of full-time students returned vs. 66% of part-time students.
- These retention rates compare very favorably to other community colleges (67% for full-time and 44% for part-time community college students in a 2014 study by the Appalachian Regional Commission).

Online Courses

- The retention rate for students who took at least one on-campus class was 80%.
- The retention rate for students who took only online classes was 67%.
- Student GPA was similar whether students took online classes or not.

Developmental / At-Risk Students

- The retention rate for students placing into developmental math was 74% and 84% for students who placed into MTH 100 or higher. The retention rate for developmental English students was 73%, vs. 79% for ENG 101 students.
- The retention rate for “At Risk” students (students who placed into more than one developmental course) was 69%.

Conclusions

This analysis indicates that our existing efforts to increase student retention do address factors related to retention. We encourage students to take at least 15 credit hours, have expanded tutoring through the QEP, and are making changes to improve online courses. Snead State is in a good position to increase our retention rate even higher and reach our goal of having our retention rate reach the average for four-year colleges.

For more information about this analysis, contact Dr. Jason Watts at jwatts@snead.edu.