ADVISING AFRICAN AMERICAN AND LATINX COMMUNITY COLLEGE STUDENTS: IMPACT ON RETENTION AND PERSISTENCE

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Evolution of Mandatory Advising at KCKCC

• Fall 2013 Strategic Plan written
  • Continuation of Advising plan presented and adopted as a part of Strategic Plan
    • Mandatory advising
    • Technology reviewed to implement plan
    • Question and answer sessions with faculty and staff regarding new mandatory policies
  • Presentation to college Board
  • November 1st Fall 2013 “Keep Calm…………..
Purpose of Study

• To determine if African American and Latinx Students who meet with an advisors at community colleges have a higher retention and persistent rate than those who do not.
Why this Study

- Students of color attend community colleges at disproportionate rates.
- Community colleges are the gatekeeper to higher education for students of color.
- Students of color have the lowest completion rates at community colleges.
- Community colleges need more data regarding the impact of academic advising on the retention and persistence of students of color.
- More research is needed regarding strategies for student success at community colleges.
Definitions of Terms

Retention
The Integrated Postsecondary Education Data System (IPEDS), which is the primary source of retention information for the nation, defines retention as the percentage of first-time degree or certificate seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall (Voigt & Hundrieser, 2008).

Persistence
The number of students who persist term to term and to completion (Voigt & Hundrieser, 2008). For the purpose of this study, persistence will be defined as the completion of up to six or more semesters.
Parameters
- African American and Latinx students
- 30 credit hours or less
- Degree or certificate seeking

One set of data with two separate markers
- **Mandatory Advising:**
  Students required to see an advisor between Fall 2013 - Fall 2016
- **Non-Mandatory Advising:**
  Students not required to see an advisor between Fall 2009 - Fall 2012
Statistical Analysis

• A Chi-square was used to compare students who had received mandatory advising with students who had not received mandatory advising.
Findings

**Research question one and H1**: Are there statistically significant differences between retention rates of community college students who received mandatory advising and community college students who did not receive mandatory advising?

Students who had mandatory advising retained through the first year at a rate of about 75%, while students who were not required to advise retained at about 78%. The results revealed that there was no statistically significant difference between the two groups ($x^2=3.582$, $p=0.058$). Because no significance was found, I could not reject H1.
Research question two and H2: Are there statistically significant differences between persistence rates of community college students who received mandatory advising and community college students who did not receive mandatory advising?

57% of students, who were not required to have advising persisted, compared to over 75% of students who had required advising. These results were statistically significant ($x^2=65.865$, $p=.000$). Since there was significance, I accept H2.
Findings

Research question three and H3: Are there statistically significant differences between retention rates of African American and Latinx community college students who received mandatory advising and African American and Latinx community college students who did not receive mandatory advising?

African American and Latinx students who had mandatory advising retained through the first year at a rate of about 73%, while African American and Latinx students who were not required to advise retained at about 75%. The results showed that there were no statistically significant difference between the two groups ($x^2 = .596$ $p = .440$). Because no significance was found, I rejected H3.
Findings

Research question four and H4: Are there statistically significant differences between persistence rates of African American and Latinx community college students who received mandatory advising and African American and Latinx community college students who did not receive mandatory advising?

55% percent of African American and 31% percent of Latinx students who were not required to have advising persisted, compared to 65% of African American and 70% of Latinx students who had required advising. Though the rates of persistence appear different (see Table 8), there was no significant difference ($x^2 = 1.140$ $p = .286$). Because no significance was found, I rejected H4.
Findings

Research question five asked: Are there statistically significant differences in retention rates by gender of community college students who received mandatory advising and community colleges students who did not receive mandatory advising? In other words, did the implementation of mandatory advising benefit one sex more than the other?

Female students who had mandatory advising retained through the first year at a rate of about 66%!!! and male student retained at a rate of 34% while female and male students who were not required to advise retained at about 65% and 35% respectively (see Table 9). I found no significant difference ($x^2 = .397, p = .529$).
Findings

**H5 statistical test:** I hypothesized that Male community college students who receive mandatory advising will be retained at a higher rate than male community college students who did not receive mandatory advising.

Male students who had mandatory advising retained through the first year at a rate of about 75% while male students who were not required to advise retained at 78%. The results showed that there was no significant difference ($x^2=3.310$, $p=.069$). Therefore, I rejected H5.
Findings

Research question six asked: Are there statistically significant differences in persistence rates by gender of community college students who received mandatory advising and community college students who did not receive mandatory advising? In other words, do women benefit more from advising or do men.

31% percent of female and 37% percent of male students who were not required to have advising persisted, compared to over 68.8% of female and 63% of male students who had required advising !!!!!!!. Though the rates of retention appear different (see Table 11), there was no significant difference ($x^2 = 1.911$).
Findings

H6 statistical test and results
I hypothesized that male community college student who receive mandatory advising would persist at a higher rate than male community college students who did not receive mandatory advising.

49% percent of male students, who were not required to have advising persisted, compared to over 73% of male students who had required advising!!!!!! The results showed that there was a significant difference ($x^2=30.982 \ p=.000$), therefore, I accepted H6.
Findings

**H7 statistical test**
I hypothesized that African American male community college students who receive mandatory advising will be retained at a higher rate than African American male community college students who did not receive mandatory advising.

African American male students who had mandatory advising retained through the first year at a rate of about 68%, while African American male students who were not required to advise retained at about 76%. The results showed that there was no significant difference ($x^2=3.691$, $p=.055$). Because no significant difference was found, I rejected H7.
Findings

**H8 statistical test**
I hypothesized that African American male community college students who receive mandatory advising would *persist* at a higher rate than African American male community college students who did not receive mandatory advising.

60% of African American male students, who were not required to have advising *persisted*, compared to over 63% of African American male students who had required advising!!!. Though the rates of persistence appear different, there was no statistical difference ($x^2=0.118, p=0.731$). Because no significance was found, I rejected H8.
Findings

**H9 statistical test**
I hypothesized that Latinx male community college students who receive mandatory advising will be retained at a higher rate than Latinx male community college students who did not receive mandatory advising.

Latinx male students who were not required to advise retained through the first year at about 79% whereas those who had mandatory advising were retained at a rate of about 75%. The results showed that there was no significant difference ($\chi^2=.576$ $p=.448$). Because no significance was found, I rejected H9.
Findings

**H10 statistical test**
I hypothesized that Latinx male community college students who receive mandatory advising would persist at a higher rate than Latinx male community college students who did not receive mandatory advising.

50% of male Latinx students, who were not required to have advising persisted, compared to over 72% of male Latinx students who had required advising!!!!. Though the rates of persistence appear different there was no significant difference ($x^2= 3.614$, $p=.057$). Because no significance was found, I rejected H10.
Summary of Findings

- Mandatory advising was shown to have some relationship between the persistence of some populations.
- Lack of significance may have more to do with sample size as the rates and percentage of change for some research questions showed growth.
- One constant theme was the small sample size for African American and Latinx men.
- There was statistically significant evidence that mandatory advising was effective for the persistence of men overall and for the persistence of all community college students.
Questions-Comments-Discussion