

To recap: we had a discussion following a report prepared for us by Eduventures. The report looked at awarding of financial aid and the relationship between awarding and decision to come to JSC. (I'm oversimplifying...). We decided to take a look at the students as grouped by our admissions index, particularly at the two 'front end' groups of students who are not highly prepared to come to college and many of whom do not stay with us. We began to wonder about the "1's and 2's" –this group of not highly prepared or, at least, not appearing to have a strong previous record—students who do successfully complete their first year and return for a second year. Here are the areas we came up with to study further to see what we could learn about predictors for persisting into year two:

We wanted to look at what differences could be identified among the <30 admit index group with regard to retention – what separates those who persist from those that don't. We identified the following as areas to focus on:

First step, analyze the following items than can be readily be queried from Colleague:

- Residential vs. commuter (does student live on campus?)
- Declaration of major vs. undeclared
- # of credits earned at end of year one (we know that completion of <24 credits is not a good indicator of continuance)
- Passed Creative Audience in first term
- Passed a First Year Seminar in first term
- correlation between credits earned and GPA ? – Doug needs to clarify with Dan what he was getting at here.

Longer term, identify ways to capture items not coded in Colleague – how do we measure and assess?

- Engagement – background of co-curricular activity prior to JSC, co-curricular experiences in first term at JSC
- Advising participation and quality (Dan mentioned starting

point would be surveying students and faculty re: their experiences consistent with VSC advising statement)

- Establishing connections—with others on campus (faculty, staff, and students)
- Made use of support Services (which ones?)
- Personal Resiliency
- Academic Challenge

We also discussed was learning what we can from existing research on TRIO and Transition students (academic support).