



*The Office of Institutional Research and Reporting
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Leavers from 16/FA

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Executive Summary

Slightly over one-third of the students enrolled at Henry Ford College during the 16/FA term left within one year after first enrolling without earning a certificate or degree. Although some of these students successfully moved on to a four-year university, three-quarters of them left to enroll at a competing two-year institution, or – and much more frequently – dropped out of postsecondary education altogether.

Surprisingly, those students who left postsecondary education altogether completed an average of 26 institutional credits with a GPA of 2.2. Those who left to attend a different two-year college averaged 27 institutional credits with a 2.2 GPA.

Other observations include a disproportion between the ethnic makeup of the cohort and their outcomes. For example, proportionally more White students transfer to four-year institutions than Black/African American students, and proportionally more Black/African American students left postsecondary education altogether than their White counterparts.

Another surprising outcome that emerged was that more than 74% of the dual enrolled students who left HFC transferred to a four-year university. Hopefully these and other nuggets of information therein can aid in our dialogue of policy and practice.

Definitions

16/FA Cohort (n=12,653): As reported to IPEDS. The count of students enrolled in credit bearing coursework, during the 16/FA term, as of Census Date 1 (the day after the last day to drop a regular 15-week class).

Advancement Plus (ADVPL): Advancement Plus is a program in which public, private, or home-schooled students may take college courses that are paid for by the student's parent(s)/guardian(s).

BUSAD.AB: HFC program code for the Business Administration Associate Degree.

Collegiate Academy (CACAD): Students from the Dearborn Public Schools who achieve placement to the program and attend Henry Ford College at no cost to the parents or students.

Continuing Student (CONT): HFC 16/FA status indicates the student had attended HFC previous to 16/FA.

Dual Enrolled (DUAL): This program allows eligible students at participating high schools the opportunity to take approved HFC courses for college credit(s) and have tuition covered by their high school.

DUALENROLL.ND: HFC program code for the high-school dual enrollment non-degree.

Early College (ECOLL): Students will have the opportunity to attain both a high school diploma and a two-year Associate Degree in five years with little or no cost to the student or parent.

ENGIN.AS: HFC program code for the Pre-Engineering Associate Degree.

First Time in any College (FTIAC): HFC 16/FA status indicates the student's first time in any college as a regular credit student (excludes all dual enrolled statuses) was 16/FA.

Four-Year College: Postsecondary institutions that primarily focus on bachelor, graduate and doctorate level education.

Four-Year Transfer (n=1,113): Leavers who have, at any time from 16/FA to 18/WI (as of January 2018), enrolled at a four-year College.

GENRL.AGS: HFC program code for the General Studies Associate Degree.

GENRL.AS: HFC program code for the General Science Studies Associate Degree.

GUEST.ND: HFC program code for the guest student non-degree.

Institutional Credits Attempted: The total number of credits the student has attempted at HFC (for A-E or S or U grades). Does not count repeated courses.

Institutional Credits Completed: The total number of credits the student has completed at HFC (for A-E only). Does not count repeated courses.

Institutional GPA: The student's institutional grade point average (factors in repeats).

Integrated Postsecondary Education Data System (IPEDS): A system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES).

Leaver Dataset: A subset of the 16/FA cohort, made up only of leavers. This subset is further broken down into three subgroups: four-year transfers, two-year transfers, and true leavers.

Leavers (n=4,388): Those students from the 16/FA Cohort who have never earned an institutional certificate or degree, to date, and were not enrolled in either of the 17/FA or 18/WI terms. This group that makes up the leaver dataset is further broken down into the following categories: four-year transfers, two-year transfers, and true leavers (all three categories are mutually exclusive to one another).

National Student Clearinghouse: a nonprofit and nongovernmental organization and the leading provider of educational reporting, data exchange, verification, and research services.

No Degree (NODEG): HFC 16/FA status indicates the student was not degree seeking during 16/FA.

Non-Credit (NONCR): HFC 16/FA status indicates the student was enrolled in only non-credit coursework.

PHARM.AS: HFC program code for the Pre-Pharmacy Associate Degree.

PRENURSING: HFC program code for Pre-Nursing Associate Degree.

Transfer-In (TRANS): HFC 16/FA status indicates that the student had attended another college or university as a regular student (not dual enrolled) prior to enrolling at HFC for the first time in 16/FA.

True Leaver (n=2,840): Leavers who, to date, have left post-secondary education.

Two-Year College: Postsecondary institutions that primarily focus on certificates and associate degrees.

Two-Year Transfer (n=435): Leavers who have, at any time from 16/FA to 18/WI (as of January 2018), enrolled at another two-year College (any student who enrolled in both a two-year and a four-year College is only counted as a Four-Year Transfer).

Introduction

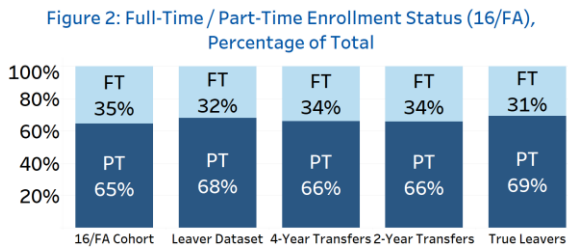
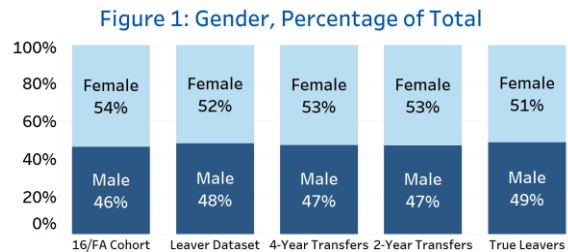
To better understand why students leave Henry Ford College (HFC), we created the *leaver dataset* containing variables representing student characteristics, institutional activity, and academic status after one year. This paper examines all three areas for students who attended HFC during the 16/FA term. The leaver dataset is broken down into three sub-categories that are mutually exclusive to one another: *four-year transfers*, *two-year transfers* and *true leavers*.

Student characteristics are represented by student status, age, race and ethnicity, gender, full-time / part-time enrollment status and academic program. Institutional activity is represented by institutional credits attempted, institutional credits completed and overall institutional GPA. Academic status after one year is represented by enrollment at two- and four-year colleges, or a lack thereof. Highlighted only are areas where percentage rates and / or total counts appear to be significant. Areas where there is little to no variation are rarely mentioned, though may be represented in tables throughout.

16/FA Cohort

To first give perspective, it is important to know the makeup of the *16/FA cohort*. From these 12,653 students, 65% are *continuing* (CONT), 18% are *first time in any college* (FTIAC), and another 12% are a combination of various dual enrollment programs: *Advancement Plus* (ADVPL), *Collegiate Academy* (CACAD), *dual enrolled* (DUAL) and *Early College* (ECOLL). The average age of these students is 25 with a standard deviation of 9. The cohort is 56% white, 16% race and ethnicity unknown and 18% black, with the remaining 10% being comprised of all other groups.

Sixty-five percent of this cohort had a full-time enrollment status during 16/FA. The gender breakdown is 54% women to 46% men. It is important to note that full-time / part-time enrollment status and gender do not vary much, if at all, to any of the below datasets. Therefore, they are not mentioned elsewhere and only make mention here to highlight that they were explored and revealed no significant shifts from group to group.

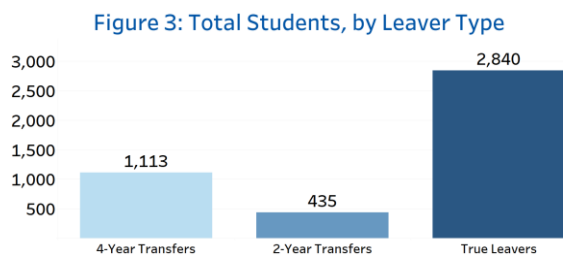


The largest count of students to a program code is PRENURSING (11%); followed by DUALENROLL.ND (8%), BUSAD.AB (6%), GENRL.AGS (6%) and ENGIN.AS (5%). Each of those programs contain anywhere from 608 to 1,345 students from the 16/FA cohort.

Leaver Dataset

The leaver dataset excludes students from the 16/FA cohort who have ever earned an academic credential from HFC or enrolled in either of the 17/FA or 18/WI terms. This dataset of 4,388 students makes up three important sub-groups of students who left HFC within one year of the 16/FA semester without receiving a certificate or degree.

The first group, typically viewed a success, are four-year transfers. This group represents 25% of the leaver dataset and 9% of the 16/FA cohort. The second group, two-year transfers, are students who left our college to attend an institution similar to HFC; typically viewed as a lost customer or a leakage point. This group represents 10% of the leaver dataset and 3% of the 16/FA cohort. Finally, the third group, true leavers, are students who have left postsecondary education altogether. This group overwhelmingly makes up 65% of the leaver dataset and significantly represents 22% of the 16/FA cohort.



Fifty-eight percent of the leaver dataset are students who were CONT during 16/FA, 21% who were FTIAC, 10% DUAL and 5% TRANS. The average age is 24 with a standard deviation of 9, which is in alignment with the 16/FA cohort. This group is 50% white, 15% race and ethnicity unknown and 25% black. White students represent 6% less of this dataset than the 16/FA cohort while black students represent 7% more.

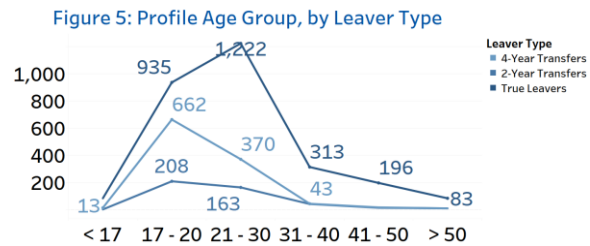
The largest count of *leavers* to a program code is PRENURSING (12%); followed by DUALENROLL.ND (10%), GENRL.AGS (6%), BUSAD.AB (6%) and ENGIN.AS (5%). Each of those programs contain anywhere from 211 to 539 students from the leaver dataset. The programs with the top counts of leavers are in alignment with the top counts of students from the 16/FA cohort.

Four-Year Transfers

Fifty-two percent of four-year transfers had a 16/FA status of CONT and another 30% had a status of DUAL. Further, 74% of all students from the leaver dataset who had a 16/FA status of DUAL are four-year transfers. Somewhat related, the mean age of four-year transfers is 21 with a standard deviation of 6; and generally younger than those from the 16/FA cohort, the leaver dataset and the other two sub-groups.

Figure 4: Student Statuses (16/FA)

Status	16/FA Cohort	Leaver Dataset	4-Year Transfers	2-Year Transfers	True Leavers
ADVPL	9	4	3	0	1
CACAD	219	30	12	0	18
CONT	8,164	2,561	580	250	1,731
DUAL	1,006	457	338	15	104
ECOLL	306	66	13	4	49
FTIAC	2,334	930	62	120	748
NODEG	122	89	59	5	25
NONCR	4				
TRANS	489	251	46	41	164
Grand Total	12,653	4,388	1,113	435	2,840



Sixty-eight percent of this group is white, followed by 16% that has an unknown race / ethnicity status, and 8% that is black. That is far disproportionate to both the 16/FA cohort and the leaver dataset; white being represented much higher and black much lower in this group.

The average amount of institutional credits completed by four-year transfer students is 40 with a standard deviation of 28. These students only attempted a fraction more of institutional credits than completed; 42 on average with a standard deviation of 30. The mean GPA is 3.2 with a standard deviation of 0.7.

The top three transfer universities for this group is University of Michigan –

Dearborn (34%), Wayne State University (30%) and Eastern Michigan University (5%). Thirty-five percent of all University of Michigan – Dearborn transfers had a program code during 16/FA of DUALLENROLL.ND, followed by ENGIN.AS (11%) and GENRL.AS (6%). Similarly, 33% of all WSU transfers had a program code of DUALLENROLL.ND, followed by GENRL.AS (9%) and ENGIN.AS (9%). Eastern Michigan University, a distant third, showed more variation: 60 students from 28 programs codes.

Two-Year Transfers

Fifty-seven percent of two-year transfers had a 16/FA status of CONT and another 28% had a status of FTIAC. Only 3% of this group had a status of DUAL. Interestingly, 13% of all FTIACS from the leaver dataset became a two-year transfer; compared to 10% of all CONT. While contributing to only 6% of the overall leaver dataset, 16% of all TRANS students became two-year transfers.

The mean age for this group is 24 with a standard deviation of 8 and not significantly different than the 16/FA cohort or the leaver dataset from which it is derived.

Two-year transfers deviate more from the race and ethnicity makeup of both the 16/FA cohort and the leaver dataset than do four-year transfers. White (47%) and race and ethnicity unknown (12%) are both lower for this group than the fall-enrollment cohort and leavers overall, where black is higher (32%).

Figure 6: Race and Ethnicity

Race and Ethnicity	16/FA Cohort	Leaver Dataset	4-Year Transfers	2-Year Transfers	True Leavers
American Indian or Alaska Native	47	20	5	3	12
Asian	296	97	35	11	51
Black or African American	2,308	1,110	90	140	880
Hispanic/Latino	336	111	20	10	81
Native Hawaiian or Other Pacific	12	2	0	0	2
Nonresident alien	219	73	6	2	65
Race and ethnicity unknown	2,072	659	173	51	435
Two or more races	340	130	23	12	95
White	7,023	2,186	761	206	1,219
Grand Total	12,653	4,388	1,113	435	2,840

The average amount of institutional credits completed by two-year transfer students is 27, which is 13 less than that of four-year transfers, with a standard deviation of 23. These students, like four-year transfers, only attempted a fraction more of institutional credits than completed; 30 on average with a standard deviation of 25. The mean GPA is 2.2, which is one point lower than that of four-year transfers, with a standard deviation of 1.

The top three two-year transfer colleges for this group are Wayne County Community College District (45%), Schoolcraft College (28%) and Oakland Community College (8%).

Seventeen percent of all WCCCD transfers had a program code of PRENURSING, followed by ENGIN.AS (7%) and DUALLENROLL.ND (6%). Twenty-five percent of all Schoolcraft College transfers had a program code of PRENURSING, followed by PHARM.AS (11%), GENRL.AGS (7%) and GENRL.AS (7%). PRENURSING also held the highest count for all two-year leavers who transferred to Oakland Community College (29%).

True Leavers

True leavers represent 65% of the total leaver dataset. Eighty percent of all FTIACS from the leaver dataset are true leavers. Further, 74% of all ECOLL students, 68% of all CONT, 65% of all TRANS and 60% of all CACAD are true leavers. Conversely, only 23% of all DUAL and 28% of all NODEG, from the leaver

dataset, are reflected in the true leaver counts. Sixty-one percent of true leavers alone had a 16/FA status of CONT and another 26% had a status of FTIAC. This rate more closely resembles that of two-year transfers than four-year transfers.

The mean age for this group is 26 with a standard deviation of 10 and not significantly different than 16/FA cohort or the leaver dataset from which it is derived.

As the case with two-year transfers, true leavers display similar rates for race and ethnicity for white and black students that are disproportionate to both the 16/FA cohort and leaver dataset. White students makeup 43% of true leavers; followed by black students (31%) and students where race and ethnicity is unknown (15%).

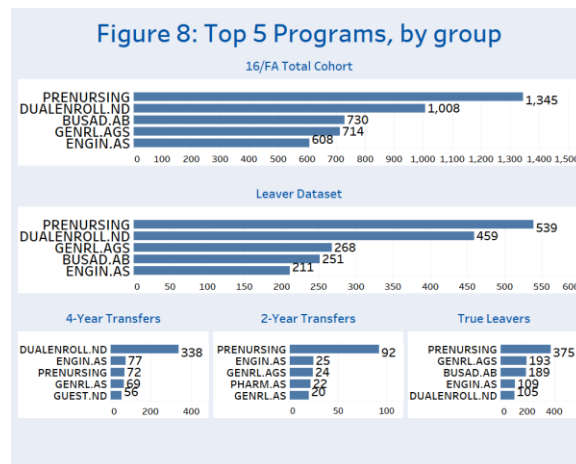
The average amount of institutional credits completed by true leavers is 26 with a standard deviation of 23. These students also only attempted a fraction more of institutional credits than completed; 28 on average with a standard deviation of 24. The mean GPA is 2.2 with a standard deviation of 1. These averages are synonymous with those students from the two-year transfer group but with a much larger representation of the entire leaver cohort.

Figure 7: Institutional Activity
mean and standard deviation, by group

	Credits Attempted (mean)	Credits Completed (mean)	GPA (mean)
4-Year Transfers	41.66	40.42	3.20
2-Year Transfers	29.62	26.95	2.16
True Leavers	28.25	25.58	2.21
	Credits Attempted (sd)	Credits Completed (sd)	GPA (sd)
4-Year Transfers	29.69	28.67	0.71
2-Year Transfers	24.55	23.39	1.04
True Leavers	23.51	22.89	1.13

Thirteen percent of true leavers had a PRENURSING program code during 16/FA, followed by GENRL.AGS (7%),

BUSAD.AB (7%), ENGIN.AS (4%) and DUALENROLL.ND (4%). Those are the top programs for both the 16/FA cohort and the leaver dataset; making their representation in true leavers proportionate with the groups from which they were derived.



Methodology

The dataset used for this analysis was created from the 16FA Official Enrollment file that was used to report 16/FA enrollment (n=12,653) to the Integrated Postsecondary Education Data System (IPEDS). Removed from that file were any students who were awarded a certificate or degree from HFC at any time through the end of 2017. Awards granted prior to 16/FA were included to remove returning graduates from the list of leavers. Also removed from the fall enrollment file were students who were included in the 17FA Official Enrollment file and those that were enrolled at HFC during the 18/WI semester as of the first census date.

Roughly 35% (4,388) of the students remained a part of the leaver dataset. Then added to the leaver dataset was enrollment information from the National Student Clearinghouse further breaking the list down to four-year transfers, two-year transfers and

true leavers (see the definitions section of this paper for sub-group definitions).

When assigning student statuses for this analysis those assigned after the second census date for the term were chosen. Figure 4, which represents total counts by student status per cohort, reveals four students with a NONCR status for 16/FA. As of the first census date, when IPEDS data is collected, those students had a status date indicative of a credit-bearing student, which is why they were included in the cohort. The second assignment of status, however, is more meaningful and was used in this analysis.

Highlights

Of all the students who did not earn an award or return to HFC one year after the 16/FA term, 65% of them left postsecondary education altogether. These true leavers completed 26 institutional credits, on average, and left with an average GPA of 2.2.

True leavers were disproportionately black (31%) when compared to makeup of the 16/FA cohort, from which they were derived; and whites were disproportionately low (43%). Conversely, four-year transfers held a much higher rate of white students (68%) and a much lower rate of black students (8%) when compared to the makeup of the 16/FA cohort (56% and 18% respectively) and the leaver dataset overall (50% and 25% respectively).

In regard to dual enrollment programs, 45% of students with a DUAL status in the 16/FA cohort became leavers. Of those leavers, 74% were four-year transfers. However, 19% of all other dual-enrollment statuses (ADVPL, CACAD and ECOLL) became leavers. Of those leavers, 68% were true leavers.

Forty percent of all FTIAC status students in the 16/FA cohort became

leavers. Of those leavers, 80% were true leavers.

The program code with the most students enrolled during 16/FA is PRENURSING. That program, with 1,345 enrollments, makes up 11% of the 16/FA cohort. Forty percent of those students became leavers; 70% of which are true leavers. Conversely, the program code with the second most students enrolled during 16/FA is DUALENROLL.ND. That program, with 1,008 enrollments, makes up 8% of the 16/FA cohort. Forty-six percent of those students became leavers; 74% of which are four-year transfers.

The highest four-year transfers were University of Michigan – Dearborn and Wayne State University; making up 9% and 8% of the total leaver dataset, respectively. Likewise, Wayne County Community College District and Schoolcraft College held the highest two-year transfers; making up 5% and 4% of the leaver dataset, respectively.

Summary

While the reasons why HFC students move on to university level coursework prior to earning a certificate or degree, choose to pursue education at a competing college or leave postsecondary education altogether can be mystifying to college staff and administrators, we should find some answers in the data. This exploration of student characteristics, institutional activity, and academic status after one year point to student status, academic programs, and race and ethnicity as areas for further exploration.

For instance, why do so many of our CONT students leave postsecondary education altogether after completing sizable portion of credits? Is the ability to attract and the inability to retain so many PRENURSING students reflective of

student preparedness or institutional capacity? How can either of which be addressed? Are there services or processes offered to students in our DUALENROLL.ND program that can be extended to traditional students that could help increase successful outcomes in other programs? What is related to race and ethnicity that leads to such disproportionate outcomes? How do we address inequity?

This process of analysis should raise further questions about the correlations that

we first observe and lead to even better questions and analysis. Contextualization from the field should be applied to these numbers and used to ask and answer further questions about why our students are leaving, and, if possible, how can we help them be successful.

Please contact the Office of Institutional Research & Reporting with further research you would like to see into this or any other topic.