

**FACTORS AFFECTING STUDENT RETENTION WITHIN A
FACULTY-CENTERED STUDENT ADVISEMENT PROGRAM
AT A RURAL COMMUNITY COLLEGE**

A Record of Study

by

ANNA SCHUSTER KANTOR

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

May 2007

Major Subject: Agricultural Education

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Approved by:

Co-Chairs of Committee,	James R. Lindner Chad S. Davis
Committee Members,	Kim E. Dooley David A. Lawver Larry M. Dooley
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ABSTRACT

Factors Affecting Student Retention within a
Faculty-Centered Student Advisement Program
at a Rural Community College. (May 2007)

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The purpose of this descriptive and correlational study was to examine factors to determine if a faculty-centered student advisement program, which was implemented at a rural community college, affects student retention in a positive manner. The Community College Survey of Student Engagement (CCSSE) was incorporated, and data collected by this group provided the basis for the study. The study was a comparative study of quantitative parameters looking at five benchmarks. The five benchmarks included active/collaborative learning, student effort, academic challenge, student faculty interaction, and support for learners based on teaching, learning and retention in community colleges with regards to personal characteristics of age, gender, ethnicity, and enrollment status. Analysis of variance provided information between the benchmarks and personal characteristics and the quality of advising, and correlations were run using the various benchmarks and personal characteristics in order to determine any connections between the benchmarks themselves and quality of advising. In addition, the Quality Enhancement Plan (QEP), created

by this rural community college, was analyzed from 2004 to 2006 to determine any inferred connection with the benchmarks and the quality of advising because of the implementation of the QEP. Findings show that, even though the survey CCSSE instrument used to determine student engagement and its function in student retention may not provide the most accurate results in general for Navarro College, the implementation of the faculty-centered student advisement program has coincided with an increase in graduation rates, an increase in fall to first fall persistence, and an increase in GPAs as evident at Navarro College.

DEDICATION

To my dear family

I have to give my sincere appreciation to Ted, my husband, to Ashton and Zane, our children, and to my parents, Edmund and Roxianne Schuster. This appreciation is given for so many reasons: for understanding when the clothes were not dried and put away, for loving me even when I missed one or two school or extra-curricular activities because I was in class or working on homework for class, for supporting every one of us when you had to get the kids from school, fix supper, and check homework for us, but mostly for showing me love and support because you guys were always behind me, pushing me to reach further and believing in me. Words are not enough to say “thank you.” I love each of you in a special and wonderfully unique way. What an education you have lived with me over the past four years. Thank you, and 143-TMjr.

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CHAPTER I

INTRODUCTION

College student departure has been studied for over seventy years, and with approximately 30% of the students entering the collegiate classroom in the fall for the first time and not returning the following fall (Amaury, Barlow, & Crisp, 2005), more research in this area is needed in order to help students find personal success. The number is more staggering at the community college level. At two year institutions, nearly half of all beginning students leave college before the beginning of the second year (Tinto, 1993). Likewise, in today's fast-paced society, the need for quality public education that works to integrate students into the academic as well as the social realm of college life is more evident than ever; however, the need for student success at those public educational institutions is even more apparent because of the high level of attrition. According to the Kellogg Commission (2000), institutions of higher education are endowed with the irreducible idea that public institutions exist to advance the common good.

In looking across education in America, we note that John Dewey (1916) believed in the necessity of quality public education for our common good, and that men and women must participate in the problematic issues of law, industry and education (Durant, 1961). This participation, success and common good cannot be attained without quality student retention, and

This dissertation follows the style and format of the *Journal of Agricultural Education*.

retention is defined most clearly as the capacity for retaining. In other words, retention is “staying in school until completion of a degree” (Hagedorn, 2005, p. 91). One way of looking at the term retention is that retention is students (Berger & Lyon, 2005). Another way to look at retention is that it is a campus-based phenomenon, and it is important to note that most students who enroll in courses at community colleges do not intend to earn degrees, so retention varies widely by type of program. On the other hand, one proposed concept to assist with an increased retention rate is the use of academic advising. According to Metzner (1989), advising helps retention. Recent trends have shown that retention is becoming recognized as the responsibility of all educators on campus (Berger & Lyon, 2005). This concept, to participate in personal issues by the faculty advisor, juxtaposes to a concept for students to seek advisement as well as the idea to foster a faculty that is willing and prepared to assist in advisement. These two become one, and it is this one that becomes an essential element in the retention of college students.

While there is general consensus that good academic advising is an important factor in student success (Railsback & Colby, 1988) and that student retention was positively related to contact with faculty (Pascarella & Terenzini, 1991), there is little knowledge on the amount or type of total effect on student retention, student enhancement, student attrition, or overall student success. Many colleges across the country are attempting to improve student success by requiring students to meet with an academic advisor on a regular basis. Likewise, effective advising can meet both the students’ needs and the needs of

the institution (Railsback & Colby, 1988) because solid, positive contact between faculty and students in an advising system promotes student satisfaction with the college experience and this can encourage them to remain in college long enough to fulfill their educational goals. This type of advisement requires student involvement at the community college level, and according to a study performed in 2003, this participation includes receiving on-going academic assistance (Chaves, 2003). The literature listed is replete in suggesting that student contact with a faculty member is the only primary consideration in the student's decision to leave or stay; however, the literature clearly states that faculty members must become active participants in any program designed to positively facilitate college student persistence. The examination of the effectiveness of advising students as a fundamental process used to keep students in the system and to assist them in creating and achieving lifetime goals is still needed because student success means success for everyone: students, institutions, and communities.

Theoretical Framework

Retention is defined as the power of or capacity for retaining, and “to retain” or persist is defined as to hold or keep in possession. Along with research supporting the notion that an institution of higher learning can increase retention with an increase in academic and social interactions (Tinto, 1993), a successful retention program includes some type of academic component as well as social connections. With this type of program in place, institutions can

achieve both academic achievement and involvement on the part of the student as well as advancement in social participation with a substantive individual from the institution itself, which is most closely contained in Tinto's Integration Model (1975). This creates a retention model based on the concepts of academic integration and social integration for successful student retention at the collegiate level. As explained by Bean and Eaton (2000), the rest of the seventies, eighties, and early nineties were influenced by Tinto's work to which he added another component of a student's right of passage for successful retention in the late eighties. Thus, the groundwork for what administrators needed to produce and maintain, in order to retain students, was given, but the "how-to" steps to achieve this were not.

The most commonly referenced model in the student retention/dropout literature is Tinto's Model (1975). Tinto's model began in a review of the literature in 1975 and has been supported because of its consistency with other people's research and because it is theoretically derived in correlation with Durkheim's model (1951) of suicide. In addition, Tinto (1975) presented a model that has the common sense notion of integration, and this model appeals to many. Its central theme of "integration" is tied directly to its claim: a student's ability or inability to stay or persist is strongly correlated and can predict the degree of both academic and social integration. An overall glance of Tinto's model shows these two areas of integration, with academic integration pertaining to grades and the student's perception of himself as a student and with social integration pertaining to friends and the student's perception of

having friends and being involved (Tinto, 1975). This retention model is popular and has gained much respect because of its central idea of integration; its claim is that the ultimate commodity working to determine whether a student persists or fades is very strongly connected to the degree of academic assuredness and social connectedness. This is integration into the collegiate life that all students must achieve in order to succeed.

Statement of Problem

Retention of college students is a national problem, and college campuses across the country are working to determine the means necessary to assist students in persistence. Even so, there is little knowledge on the amount or type of total effect on student retention, student enhancement, student attrition, or overall student success. Retention at the collegiate level has many components that both support and hinder the individual success of the student; thus, we then have outside inputs and student perceptions affecting the desired outcome of college student retention and even more so at the community college level. Therefore, a single definition of student retention at a community college is elusive; however, several key factors seem to dominate several given definitions. These factors include the following:

1. “Initial identification of the student’s goal;
2. Periodic verification or adjustment of the goal; and
3. Persistence of the student toward the goal” (Wild & Ebbers, 2002, p. 506).

Even though access to higher education is readily available, many students who begin a college career or educational program fail to persist (Tinto, 1993); in other words, they drop out prior to finishing a degree and this can lead to failure in achieving personal goals academically, professionally, and socially. The response by collegiate institutions to attrition has grown over the past several years. Colleges have developed intervention programs and services to try and retain students. Even so, many studies are indicating that approximately only 50% of those who enter higher education actually receive a bachelor's degree according to the U.S. Department of Education, Center for Educational Statistics (Tinto, 1993). With this, enrollment management, specifically retention, has become top priority for many individuals ranging from students to parents of students, from faculty to administrators, and from state to federal government. A formula for successful retention is needed in order for students and communities to continue to thrive in this ever-changing and complex global environment.

Purpose of Study

The purpose of this study is to determine if a faculty-centered student advisement program implemented at a rural community college affects student retention in a positive manner.

Objectives of the Study

The specific objectives of the study were to:

1. Describe participants' perceptions of active and collaborative learning during 2004 and 2006.
2. Describe participants' perceptions of student effort during 2004 and 2006.
3. Describe participants' perceptions of academic challenge during 2004 and 2006.
4. Describe participants' perceptions of student-faculty interaction during 2004 and 2006.
5. Describe participants' perceptions of support for learners during 2004 and 2006.
6. Examine participant perceptions of active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners and personal characteristics for 2004 and 2006 and any relationships with the responses from 2004 and 2006.
7. Describe the faculty-centered student advisement program implemented at Navarro College as a means to improve teaching, learning, and retention.
8. Describe the faculty-centered student advisement program inferred impacts on student teaching, learning, and retention.

Significance of Study

The implications of this type of study may be helpful to the community college enrollment environment; likewise it may be helpful to four-year institutions, as well. In addition, two-thirds of the advancement made by students in knowledge and cognitive skill development occur during the first two years of college, but a significant portion of those college students at American colleges and universities never make it to the second year at their initial institution (Pascarella & Terenzini, 2005). Therefore, the need to improve the retention of students from the first to second year is crucial to the overall success of college students.

On the student level, positive reinforcement occurring at a one-on-one level with a faculty member can assist the student with the integration process into college life. It has been determined through the literature that the student needs assistance with integrating into college life, both academically and socially. Therefore, students who belong to one or more enclaves of the collegiate culture are more likely to persist and achieve goals. This immersion into college culture means the student is more likely to persist (Kuh & Love 2000).

Faculty members are primarily interested in the academic integration, and since the home for the faculty member is the classroom, this classroom serves as the site for academic integration. This classroom hub, which is dominated by the faculty members, must be seen as the meeting grounds for academic integration, and with a positive view of the institution's mission to

foster student retention, faculty members “should embrace a commitment to the welfare of the student” (Braxton & Hirschy, 2005, p. 79) and work for inclusion and classroom success in order to better serve the needs of the student. This in turn creates a more positive classroom environment, which works to promote a more positive college experience leading to higher student persistence. This positive classroom environment is a plus for any faculty member.

Even so, this is not only a faculty level concern, and, even as individual faculty members work to embrace and reflect the goals and values of their college (Braxton & Hirschy, 2005), the administration must work with them as well. It has been suggested by research that involvement and concern shown by faculty members should be part of the annual review (Braxton & Hirschy, 2005). This inclusion into the annual faculty review is one way to document involvement and concern with the institution’s commitment to retention and student success.

Retention at the college level is important to administrators. With the growing demands for accountability for funding, administrators involved with higher education are more concerned than ever with retaining students than ever. The decision by the student is updated continually based upon changing information, such as academic status, grades, and satisfaction with the social life or student peer group. This information is not part of the initial enrollment decision (Wetzel, O’Toole & Peterson, 1999). Therefore, enrollment management and counseling services have grown over the years to meet the demands. An institution involved on all levels of student retention is more likely

to find success, and a faculty-centered student advisement program is one such step in ensuring success on both student and institutional levels.

Methods

Navarro College participated in a national survey focused on teaching, learning, and retention in community colleges. The Community College Survey of Student Engagement (CCSSE) was a project housed within The Community College Leadership Program at The University of Texas in Austin. Data was collected in 2004 and 2006 on five benchmark areas: active and collaborative learning, student effort, academic challenge, student faculty interaction, and support for learners, based on teaching, learning and retention in community colleges. The data provided by CCSSE is in aggregate form, with report data for the colleges participating in this study, and they recommend that individual community colleges delve more deeply into the data to identify individual effects of a community college's effort to improve teaching, learning, and retention. The research reported in this study is an attempt to disaggregate data from the national study and to describe the effects of the local program at Navarro College to increase the teaching, learning, and retention at this community college.

According to Navarro College President, the instrument was administered to students in classes using stratified random sampling from all three operating campuses within Navarro College by faculty after the local college had eliminated course sections that were internet based or dual credit

and those sections in which the entire class did not meet as a group, such as certificate-based business courses and practicum sections (R. Sanchez, personal communication, February 8, 2006). CCSSE personnel used the random stratified sampling, which accounted for gender, race/ethnicity, age and enrollment status. In addition, the courses were selected randomly by CCSSE to ensure a representative sample and to preserve the integrity of the survey results. Access to this information was provided by CCSSE administrators. Instructors from the three campuses, whose classes were selected for survey administration, received specific information from their respective administrators on administering the survey.

The CCSSE survey was administered over a five day period, took approximately thirty minutes to complete and was administered to 654 students. The surveys were returned to the office of enrollment management and then forwarded to The Community College Leadership Program for tabulation and comparison. This survey can be used to assist the college in identifying where it is and what further action may be helpful in the continued work to support and strengthen teaching and learning by identifying what the students do in and out of the classroom, by knowing their goals, and by better understanding their external responsibilities. We, as administrators and faculty members, can create an environment that enhances student learning, development, and retention (R. Sanchez, personal communication, February 8, 2006).

Limitations of Study

Since the results of any given student on the student satisfaction survey are not dependent on other students' results, this information is considered absolute, and this becomes the defined assessment domain or criterion-referenced interpretations (Popham, 2000). In using this type of assessment, credit is given to a test result based upon a defined assessment domain. In other words, a high level of student satisfaction, as it pertains to academic advising, is pre-determined and then the survey results are compared back to this defined domain. A caution for this study is that a portion of the validity is found in the interpretation of student results of the satisfaction inventory more so on the actual score achieved on the survey. However, internal consistency is reached because the survey was administered across the three existing campuses in the same manner, at the same time in the semester, and with the same instruction.

Definitions of Terms

To understand the phenomenon called retention, it is important to note that the conceptualization of retention has not been consistent over the decades of studying it. Therefore, it is important to define and review the terminology because it has changed over time. The following terms were defined by Berger and Lyon in their article, "Past to Present: A Historical Look at Retention," as it appears in *College Student Retention: Formula for Student Success* (Seidman, 2005):

Attrition—refers to students who fail to reenroll at an institution in consecutive semesters.

Dismissal—refers to a student who is not permitted by the institution to continue enrollment.

Dropout—refers to a student whose initial educational goal was to complete at least a bachelor's degree but who did not complete it.

Mortality—refers to the failure of students to remain in college until graduation.

Persistence—refers to the desire and action of a student to stay within the system of higher education from beginning year through degree completion.

Retention—refers to the ability of an institution to retain a student from admission to the university through graduation.

Stopout—refers to a student who temporarily withdraws from an institution or system (p. 7).

Student success – refers to the occurrence for both the student and the college to fulfill their respective responsibilities in the learning process (Navarro College: Quality enhancement plan, 2006, p. 15).

Withdrawal—refers to the departure of a student from a college or university campus (Berger & Lyon, p. 7).

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to provide a comprehensive review of the literature on the effect of an advising program on the retention of community college students. This review is intended to outline the effects of instituting a faculty-centered advising program at a small, rural community college as it affects the retention of first-time, full-time community college students. This chapter is comprised of five major sections: student retention, academic advising, community colleges, Navarro College, and its advising program.

Student Retention

A pressing concern for institutions of higher education is student retention (Tinto, 1993). Retention of college students is faltering, and college campuses across the country need to determine the means necessary to assist students in persistence. Retention at the collegiate level has many components that both support and hinder individual success of the student; thus, we then have outside inputs and student perceptions affecting the desired outcome of college student retention and even more so at the community college level. Retention is defined as “the power of or capacity for retaining,” and to retain is defined as “to hold or keep in possession,” and with research supporting the notion that an institution of higher learning can increase retention with an increase in academic and social interactions (Tinto, 1993), a successful retention

program includes some type of academic component, as well as social connections. Thus said, the fundamental thought of attending college is very different from the on-going decision to remain in college. “The student retention decision is continually updated with the arrival of new information such as academic status, grades, and satisfaction with the social life or student peer group, i.e., information not present in the initial enrollment decision” (Wetzel, O’Toole & Peterson, 1999). Even so, the prevailing definitions of student retention have historically been based in the university setting; this setting is vastly different from the community college setting. Thus, defining retention for the community college arena is an interesting concept in itself. One definition of retention at the community college level is phrased as a persistence rate and deals more with the consideration of students’ goals other than graduation rates (Wild & Ebbers, 2002).

Bartlett and Abell (1995) studied the number of first-time-in-college students as they were retained or persisted in that first year to the second year. Their study was over a ten-year period at a four-year institution in the Midwest. This particular institution retained between 72 and 80 percent of these beginning, first-year students from the first fall to the second fall. This is an exceptional retention rate; the decline in the retention rate seems to begin during the third year, with only 55 to 65 percent persisting. This data is supported by the National Center for Educational Statistics (NCES) when the center reported that approximately 66 percent of students persisted to the third year (2007).

Likewise, there is a common effort by community colleges to define retention as “consecutive semester enrollment and grade point average...as it pertains to the community college student who is not dedicated to graduation (Wild & Ebbers, 2002). Tinto’s Integration Model (1975) for student retention places importance on the connection made with the student to achieve both academic achievement and involvement on the part of the student as well as advancement in social participation with a substantive individual from the institution itself; this creates a retention model based on the concepts of academic integration and social integration for successful student retention at the collegiate level.

Tinto’s Model (1975) is the most commonly referenced model in the student retention/dropout literature began in a review of literature in 1975 and has been supported because of its consistency with other people’s research and because it is theoretically derived in correlation with Durkheim’s theory (1951) of suicide. In addition, Tinto presented a model that has the common sense notion of integration and this concept of integration appeals to many individuals working for increased college student retention. Its central theme of integration is tied directly to its claim: a student’s ability or inability to stay or persist is strongly correlated and can predict the degree of both academic and social integration. An overall glance of Tinto’s model (1975) shows these two areas of integration, with academic integration pertaining to grades and the student’s perception of himself as a student and with social integration pertaining to

friends and the student's perception of having friends and being involved (Tinto, 1975).

The academic integration of Tinto's model (1975) includes structural and normative dimensions. The structural integration of college students requires that the student meet the standards of the college, whereas, the normative dimension of the model is the relationship of the student with the structure of the academic system of the college (Tinto, 1975). This retention model is popular and has gained much respect because of its central idea of integration; its claim is that the ultimate commodity working to determine whether a student persists or fades is closely connected to the degree of academic assuredness and social connectedness. This is integration into the collegiate life that all students must achieve in order to succeed.

Similar to Tinto's model (1975), Bean and Eaton's (2000) retention model states that areas need to be addressed per student for overall retention success and is based on four psychological theories, including the following:

1. "Attitude-behavior theory;
2. Coping-behavior theory;
3. Self-efficacy theory; and
4. Attribution theory" (p. 75).

The overall flow of this model centers on the individual's psychological attributes as they are formed by experience, abilities, and self-assessments. The student then interacts with the collegiate environment to determine self-efficacy, and with positive interactions both inside and outside the classroom or

academically and socially, the student's self-assessment becomes more positive and their general feelings about the university or college become stronger. Bean and Eaton's (2000) psychological model states that "as academic and social efficacy increase, academic and social integration also increase" (p. 77). In addition, college administrators need to consider student retention in the evaluation of student services (Sharkin, 2004, p. 99). This emotional connection is a motivational reaction and can cause the student to remain if the overall environment and self-efficacy is positive, thus retention occurs.

John P. Bean and Tinto are the early pioneers in the field of student retention at colleges; whereas, Bean fully supports the concept of integration, and as the author of a student attrition model in 1990 (Agho, Mueller, & Price, 1993), Bean deviates from Tinto a bit because Bean stresses "that students' beliefs which subsequently shape their attitudes are the predictor of their persistence" (p. 93). With this in mind, the theories support that students' beliefs are shaped and affected by the amount of interaction or engagement of the students with particular parts of the institution. Bean created this theory based on the Price/Mueller model, which was created in 1981, of employee turnover behavior (Agho, Mueller & Price, 1993). Bean's ideas behind his theory center on the college student's social integration into the environment, and his concept has been confirmed and substantiated over the years and by differing student groups at several institutions of higher education (Nora, 2004).

In addition to Tinto's model (1975) for student retention and Bean and Eaton's psychological model (2000), Pascarella and Terenzini (1991) concur

with the component of retention defined as a student leaving an institution only after achieving a personal goal. For example, the completion of a particular course or the acquisition of a particular skill work to keep students involved or retained at both residential and commuter colleges is achieved. In addition, they agree with Tinto (1975) in that both academic and out-of-class experiences at the collegiate level contribute to the intellectual orientation of students.

Pascarella and Terenzini (1991) conducted research beginning in 1980, testing Tinto's model (1975) of college student retention. The findings in this case, which consisted of six studies assessing three independent data collections over a three-year period, indicate that students' contact, informal and formal, with faculty members consistently relate to student persistence decisions as outlined by Pascarella and Terenzini (1991). Even so, a single definition of student retention at a community college is elusive; however, several key factors seem to dominate several given definitions. Some of these positive retention factors include the following:

1. "Initial identification of the student's goal;
2. Periodic verification or adjustment of the goal; and
3. Persistence of the student toward the goal" (Wild & Ebbers, 2002, p. 506).

Student retention is important to the success of the student; student retention is important to the success of the community college. Tinto's model (1975), as supported by Bean and Eaton (2000) as well as Pascarella and Terenzini (1991), is the conceptual framework to use when thinking about, working with and

researching college student retention. Retention as seen here is needed for both students and the institution to retain and to be retained.

Astin's Theory of Involvement (1984) is stated as "student involvement refers to the amount of physical and psychological energy a student devotes to the academic experience" (p. 298). This theory purports five basic tenets, including: involvement can be generalized or specific; involvement follows a continuum specific to each student; involvement is quantitative and qualitative; involvement is associated with personal development; and educational policy works to increase student involvement. Therefore, Astin's theory (1984) further supports the concept of engagement, both academically and socially, on the student's part plays a key part in the retention of collegiate students. Astin's theory (1984) simply states that the more students are involved, the more likely they are to graduate.

Another theory, which places value on integration for the engagement of students, is Pace's theory (1984). This theory relates the amount and type of academic opportunities presented to students by an institution to the extent that the students take advantage of these opportunities to increase their own intellectual experiences. Likewise, this theory strongly places emphasis on the quality of the student experience based on the function of the quality of effort of integration of students on the institutional level. Thus noted, these theories all build upon the concept of student integration.

So many of the theories studied and reviewed over the past thirty years support this integration and engagement concept of students, however, many of

the institutions studied have been four-year institutions. Generalizations made about students and about institutions by many of these theories do not always coincide with students at two-year institutions. A recent review by Braxton, Hirschy, and McClendon (2004), which looked closely at Tinto's Model of Integration (1975), has determined that there are differences in this theory's applicability between the students at four-year institutions and students at two-year institutions. An example of a difference is the construct of student entry characteristics between two-year institutions and four-year institutions (Braxton, Hirschy & McClendon, 2004). These determining factors, for admittance into the institutions, are different for primarily commuter colleges and for primarily residential colleges, which is a major difference in two-year and four-year institutions. In addition, a huge contrast in commuter and residential colleges is the well-defined communities. Commuter colleges, which are often the two-year institutions, lack social structure because many of these students have other obligations, such as work and family (Tinto, 1993) whereas residential colleges tend to have well-defined social communities (Braxton, Hirschy & McClendon, 2004). This additional difference can and does affect the amount of or perceived amount of engagement on the part of the college student with the institution.

Even with minor differences in some of the constructs of Tinto's model (1975), Braxton, Hirschy, and McClendon (2004) have evaluated Tinto's retention model (1993) repeatedly and have statistically determined that there is a strong connection between social integration and retention.

John Braxton (2000) edited a book in which several contemporary authors of retention theories and models who took a new look at the theories have worked to create new views on these revered theories. The need for this revamping is that many of these theories do not address differences in the needs of diverse college students. Braxton, in *Reworking the Student Departure Puzzle*, establishes that, even though an appropriate level of literature about college student retention exists from the past quarter century and that this literature supports the importance of this issue, the concept of retention and the necessary tools for adequate measurement tools for retention are ambiguous and still need further study. This is further explained by Tinto when, in 1993 in his book *Leaving College: Rethinking the Causes and Cures of Student Attrition*, he explains that most of the discussion that has occurred over the past thirty years can be applied to the development of retention programs in two-year colleges. He added that retention at two-year colleges, similar to four-year institutions, must be emphasized through advising programs for first-time students and enhanced with classroom learning communities. Community colleges create the ideal environment, with smaller class sizes, to meet with these students and to create classroom learning communities.

The literature supporting this concept of integration is available, and despite differences in some of the theoretical perspectives, a key component mentioned from one theory to another is student integration to enhance student engagement; thus, the framework supporting this research is well-grounded.

In addition, student retention is an issue at all levels of collegiate life, such as departmentally within colleges at universities. Therefore, student retention is critical to Agricultural Education. Members within the field are studying retention as well. James E. Dyer, Lisa M. Breja and Anna L. Ball (2003, p. 86) have studied retaining students in high school agriculture programs to reveal that high school students deal with many of the issues of college students from scheduling conflicts to the image of agriculture to increase graduation requirements. Ball, Dyer and Garton (2001, p. 54) studied retention of students in college agriculture programs to promote them to stay in their agriculture programs and to work in the agriculture industry after graduation. Retention in the agriculture education arena includes studying students, from 4-H students to high school students to college-level students. However, it also includes the teachers as well. Retaining quality high school agriculture teachers has been determined to increase the retention of their students (Myers, Dyer & Washburn, 2005, p. 47).

Academic Advising

The need for academic advising has general consensus among institutions of higher education and has strong support by most researchers that it is extremely important for successful completion of collegiate degrees by students and for the reduction of attrition across the nation (Tinto, 1993). Academic advising is important to the success of college students, and the “inability to obtain needed advice during the first year...can undermine

motivation” (Tinto, 2005. p. 322), and this can increase the likelihood of departure from college. It is an essential ingredient for the successful completion of school, and by working together, the advisor and the student can clarify goals in an atmosphere of open communication.

According to the American College Testing Program (ACT) (2006), academic advising is defined as a process which assists students in the clarification of their goals, both for career and life, and as the educational plan to achieve these goals. Along these same lines, the National Academic Advising Association (NACADA) defines advising as the part of the educational process that involves helping students develop a realistic self-perception and successfully transition to higher education. Likewise, the ACT Program continues with its definition of academic advising with the goals of the advisor by stating that the advisor serves as the facilitator of communication. In essence, the advisor becomes the coordinator of the student’s learning experiences through course and career planning and academic progress review. The advisor becomes the agent of referral to other campus agencies as necessary. Thus, the student, as well as the advisor, plays an integral role in the delicate process of retention.

Even with this consensus about the need for academic advising, some questions about the delivery of such advising is still evident because of the variances in defining it. Operationally, academic advising is defined by some educational institutions as admissions, financial aid, and enrollment in courses, while other institutions view academic advising as relaying information to

students about degree requirements, course eligibility, and course sequencing. Still, some educational entities define academic advising more holistically by including everything that affects students' learning (Jordan, 2003). With the differences in defining academic advising, it is still seen as imperative for colleges and universities to determine the method for and the implementation of adequate student advising in order to retain their students.

While there is general consensus that good academic advising is an important factor in student success (Railsback & Colby, 1988) and that student retention is positively related to contact with faculty (Pascarella & Terenzini, 1991; Bean & Eaton, 2000; Tinto, 1975), there is little knowledge on the amount or type of effect on student retention, student enhancement, student attrition, or overall student success. According to Metzner (1989), only spotty evidence seems to exist in the area of academic advising; however, where there is evidence, it supports the notion that retention is enhanced by advising. Many colleges across the country are attempting to improve student success by requiring students to meet with an academic advisor on a regular basis. It is with this type of early meetings between first year students and an advisor that the effectiveness of advising is seen, and it is further enhanced when academic advising becomes an integral part of the educational process. This is evident across the nation with the growing number of colleges instituting a freshman advising program (Tinto, 1993). Likewise, effective advising can meet both the students' needs and the needs of the institution (Railsback & Colby, 1988) because solid, positive contact between faculty and students in an advising

system promotes student satisfaction with the college experience and this can encourage them to remain in college long enough to fulfill their educational goals. This type of advisement requires student involvement at the community college level, and according to a study performed in 2003, this participation includes receiving on-going academic assistance (Chaves, 2003). Therefore, research must examine the effectiveness of faculty advisement as a developmental process used to keep students in the system and to assist them in creating and achieving lifetime goals because student success means success for everyone: students, institutions, and communities.

Academic advising, like college student retention, is an elusive and chameleon-like phenomenon. Academic advising is tied to the concept of academic integration, as prescribed by Tinto (1975, 1993), but how this is achieved changes from institution to institution. In the past, there has been a folklore surrounding retention with its connections with academic ability (Bean, 2005). Academic performance is normally measured by class rank, test scores, or grade point average. Even so, college students can leave voluntarily or involuntarily because of grades and a connection to or lack of a connection to faculty members. Thus, academic advising is closely tied to faculty and staff members because these staff persons can reinforce the students' perceptions of selves at and with the college (Bean, 2005). Bean continues by adding that this concept of academic advising is an area that lacks in evidence of support for the idea of retention increasing with advising; however, Metzner (1989) does show data that supports the idea that advising helps with retention.

In addition to this support that academic advising does help with the retention of college students, the person who does the advising seems to be irrelevant. Bean (2005) wrote that academic advising needs to be provided at the collegiate level and it needs to be done well so that students recognize their own respective abilities and make well-informed academic decisions (Bean, 2005). In summary, the academic advising theme expressed at colleges around the nation is that students have academic records when they enter college, they mix these academic talents with faculty and other staff members, such as counselors, office staff, and students, to form relationships, and this, in turn, assists students in forming and maintaining attitudes that education, and particularly their respective educations, is of importance and of value to each of them. With these connections to the academic institution, students then develop an internal locus of control over academic courses and professional goals, and they get better grades and feel more loyalty to their institutions (Bean, 2005). These same college students choose to continue enrollment; thus, retention is achieved with success for each student.

This internal locus that individual colleges can work to acquire is fundamental to the agricultural education field. The roles of faculty of ever-changing, and student advising is an important component for a balanced program and has become increasingly a function of the faculty (Myers & Dyer, 2005, p. 35). Continued in this study is the research in the attitudes and values of university faculty and administrators for advising as well as the preparation for these faculty and administrators to perform academic advising. Myers and

Dyer (2005) determined in this study that faculty perceived advising as a part of teaching and indicated that academic advising should become a component for tenure and promotion.

Community Colleges

Community colleges are centers of educational opportunity that were created over one hundred years ago in America. They bring higher education to everyone who desires to learn, and they are close to home. According to the American Association of Community Colleges (AACC) (2006) and using data from the National Center for Education Statistics (NCES) (2007), also called the Institute of Education Sciences within the Department of Education, there are a total of 1,186 community colleges in America, with 986 public institutions, 171 independent institutions, and 29 tribal institutions. With this many community colleges in the country, it is not surprising that there are 11.6 millions students enrolled in these colleges, with 40% enrolled full-time and 60% enrolled part-time. These percentages constitute 45% of all undergraduate and 45% of all first-time freshmen in the United States. The gender breakdown of these numbers is 59% female and 41% male, and the enrollment status breakdown of these numbers is 62% part-time and 38% full-time. The AACC also reports that the average age of community college students today is 29 years. Community colleges have long worked to distinguish themselves as institutions that put the students first, with the primary emphasis on teaching and learning.

Navarro College

These educational goals are important to students, staff, faculty, and administrators at a small community college in central Texas. Navarro College is a community college located in Corsicana, Texas, and has served students from this area and around that state since 1946, when a group of local citizens began working together to create a junior college. The first classes were held in September of that year, and the college has grown from the original 238 students on one campus in that fall to over six thousand students on four campuses beginning in the Fall 2006 (*Navarro: Since 1946*, 2006).

College administrators and faculty members strive to maintain a stimulating and culturally diverse environment that encourages and enhances students' personal growth, integrity, and intellectual rigor. Navarro College is an open-door, public, comprehensive community college that serves the educational needs of Navarro, Ellis, Limestone, Freestone, and Leon Counties and attracts students from across the state, the country, and the world, with students from fifty-two counties. Currently, the largest mission for community colleges is to build community. One way in which the community college does this is by remaining overtly student centered with the goal being to retain the students. Navarro College strives to create this academic advising environment for the students at all the campuses to enhance the educational experience there.

In serving these college students, Navarro College works to provide a high standard of teaching excellence and a firm commitment to each student as he or she embarks and succeeds with an academic career. In doing this,

Navarro College has a highly qualified staff of professional counselors and faculty advisors to assist students in making sound educational and career choices by selecting courses, adjusting to college life, understanding transfer requirements, improving study skills, and experiencing personal and social students in integrating into the college environment, both academically and socially.

The Faculty-Centered Student Advisement Program

As part of Navarro College's long range vision on meeting student needs, the Faculty-Centered Student Advisement Program (FCSAP) was designed by the Counseling Services and was implemented college-wide in the fall of 2003. Navarro College implemented the program in the fall of 2003 with three broad, comprehensive goals to include:

1. "To enhance the first year college experience of Navarro College students in order to promote student success and student learning;
2. To implement a faculty-centered student advisement program to assist students in the completion of their academic/career goals; and
3. To promote contact between students and college professionals, particularly faculty" (*Navarro College Quality Enhancement Plan*, 2006, p. 15).

The academic advisors, comprised of both faculty and staff members, work closely with the students to help ensure that students are meeting their individual goals. This contact can be through electronic mail, telephone

conversations, or personal contact. This program is implemented in stages and currently is focusing on first-time, full-time students. Faculty and staff serving as academic advisors received training and assistance as they began their work as academic advisors; these academic advisors have been surveyed, and selected members serve on a focus group, which meets regularly to assist in troubleshooting and in deciding future training needs based on the surveys.

In addition, this long-range vision of the college to improve student persistence became, in effect, the *Quality Enhancement Plan* (QEP) at Navarro College, and the Board of Trustees, along with the College President and his leadership team, have placed certain key elements of the college's mission at the forefront of importance as an open door institution: "Commitment to persistence, student integration and student learning" are the key elements, according to K. Martin, Vice President for Student Services at Navarro College (personal communication, February 8, 2006). Martin continued by adding that the Faculty-Centered Student Advisement Program allows students the opportunity to interact and to develop a special relationship with faculty outside the classroom as a means of impacting student learning and student success.

The notions to enhance, to implement and to promote each student's experiences at college and especially during the first year of college is expounded in the college's QEP as a fundamental belief of the college. The college believes in the outcome of research which states that the more students are involved in the social and intellectual life of the college and the more frequently they make contact with faculty and other students about learning

issues especially outside of class, the more students are likely to learn.

Providing resources for academic goals and providing resources for campus learning are two areas that enhance student retention, and it is within the *Quality Enhancement Plan* that Navarro College promotes student success through retention. By providing a faculty or staff member from the college to serve as an academic advisor to all first-time, full-time students and allowing that number to grow to include all students by 2010, the college is working to create just this atmosphere of student involvement and support for learners through active/collaborative learning and student-faculty interaction.

A brief outline of Navarro College's FCSAP begins at the beginning of each semester. At that time, students are assigned faculty advisors based on as many of the following criteria as can be maneuvered for the individual students based upon student major, class schedule, and campus most attended. Faculty are trained, if necessary, and apprised of updates to the advising program during the convocation sessions and through a special training session available throughout the year (K. Martin, personal communication, February 8, 2006). Initially, the program assigned only first-time, full-time students; however, a series of stages have been designed and implemented to incorporate further development of recurring full-time students and part-time students as well. Periodic review of institutional data and other forms of assessment related to the success of the students have been and will continue to be used to determine the progression of these developmental stages of this advising program.

Conceptual Framework of the Study

The conceptual framework for this study is depicted in Figure 1, and it is based on the assumption that providing the five determined benchmarks through a quality enhancement plan focused on providing resources to students for academic goals and campus learning can result in quality advising, thus leading to retention and to success for both the student and the institution.

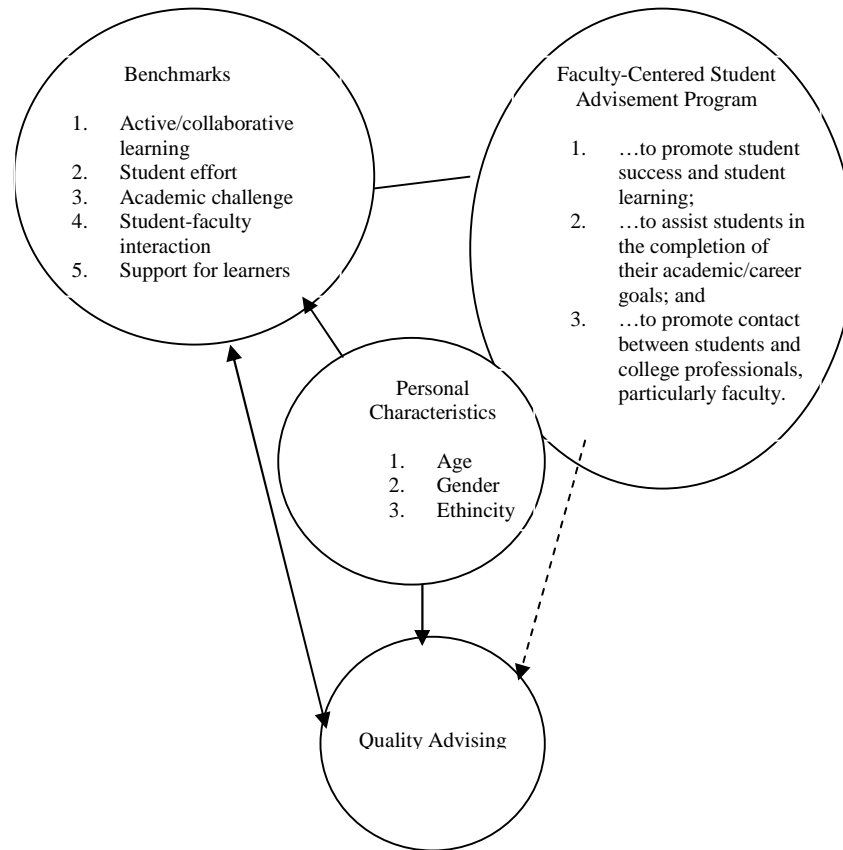


Figure 1. Framework for the Study

CHAPTER III

METHODOLOGY

The benchmarks of this study, the selection of respondents, the type of instrumentation, the validity and reliability, and the data collection and analysis are described in this chapter.

For the objective of the study, academic advising is defined as the process to assist students in the development of a plan to achieve educational goals that further clarify their personal life and career goals, and student retention is defined as a student leaving the institution after achieving the desired, personal goal. These two components are examined in determining the effects of a faculty-centered student advisement program's success in the overall retention of students at a rural community college.

Benchmarks of the Study

A set of five benchmarks serves as the grounding factors of effective educational practice in community colleges. These benchmarks included active/collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. In addition, these five benchmarks encompassed the 38 engagement questions on the CCSSE survey, and they reflected many aspects of importance for students as they work to create an exceptional education experience.

Active/collaborative learning, as used in this study, involves students being actively engaged in their respective learning. Research has supported the

fact that students learn more when they are actively involved in the learning process. According to CCSSE, students should be given opportunities to think about and apply what they are learning through simulated experiences in the classroom. In addition, collaborative learning can and should involve working with others, albeit it could be other students, faculty members, community leaders, or business owners, to solve problems. Students can learn and develop valuable skills that can enhance in preparing them for situations they may encounter once in the workplace. Seven survey items pertained to this benchmark.

Student effort was identified as the second benchmark in this study, and it pertains to the behavior of the student himself as the behavior contributes to or diminishes from the student's learning. Students' individual behavior is an indicator to the likelihood that that student is on task and will successfully attain his educational goal. Time spent on a task, the setting where one works on a task, and the preparedness for the task are all components of the student effort benchmark, and eight survey items pertained to this benchmark.

The third benchmark studied was academic challenge. Creativity and intellectual growth are important components in educational and collegiate development. They are central to the overall development of the student. Ten items on the survey corresponded to this benchmark, and they included such items as: expectations, theory, experience, judgment, values, textbooks, and writing.

Student-faculty interaction was the fourth benchmark discussed from this study, and it entails the actual contact made between students and their teachers. It is revealed through Tinto (1975) and others that, the more contact made between students and faculty members, the more likely the students are to persist and to learn more effectively. In addition, students' personal interaction with faculty further strengthens the students' connectedness to the institution thus creating a stronger bond between the student and the institution. This is not limited to classroom connections. It can also include working on a committee with faculty members. Six items on the survey instrument were concerned with this benchmark.

The fifth and final benchmark in this study dealt with support for learners. The concept behind this benchmark is the more support that the students feel from the college, from academic and career planning to non-academic responsibilities, the more committed the student is to his or her own success. Seven survey items corresponded to this benchmark.

Type of Research

The research design of this study was descriptive and correlational in nature. The study was designed to examine the disaggregated and expanded results of a national survey which is administered to provide information on learning-centered indicators of quality for community colleges. The research-based survey was a tool with multiple implications, such as: examining results based on five identified benchmarks, identifying areas in which a college can

enhance students' educational experiences, documenting institutional effectiveness for improving over time, and demonstrating institutional results in implementing good educational practices which lead to student retention.

The theoretical framework for this study was based on Tinto's Retention Model (1975). This model is considered to be "the greatest progress in solving the puzzle of student departure" (Seidman, 2005, p. 83), and testing this paradigmatic theory has resulted in a far deeper understanding of attrition and retention.

The study had the five benchmarks which form the five dependent variables and four independent variables, including the personal characteristics of age, gender, ethnicity, and enrollment status. Their relationships, independently, with the five benchmarks of the survey were analyzed.

Due to the sensitivity of human research, even in aggregate form, Texas A&M University Institutional Review Board (IRB) approval was needed to begin the analysis of the data from the surveys. IRB approval was requested for use of the survey and was granted on October 13, 2006, (Appendix A). Permission from Navarro College to use the data from this survey was requested and granted on August 21, 2006, (Appendix B), from the Dean of Enrollment Management. In addition, *The Community College Student Report* is copyrighted, and CCSSE requires written permission, also. CCSSE approval was requested for use of the survey data and was granted on January 8, 2007, (Appendix C).

Population and Sample

The population for this study was selected by choosing classes during two separate years. Navarro College, as part of a national cohort organized by CCSSE, a center housed at The University of Texas in Austin, is a member of the small-sized college consortium within this cohort. The first set of data was collected in the spring of 2004, and the second set was collected during the spring 2006 semester. On both occasions, credit classes were selected by CCSSE administrators using a stratified random sampling, with the stratification being the time of the class, for example morning, afternoon, and evening. The population profile of the students in the research was based on gender, race and ethnicity, student age, and enrollment status (part- or full-time).

Sampling was created by CCSSE in order to provide sampling representation within each participating institution. Using the stratified random cluster sample created a sampling scheme in which each class that was selected and completed in the survey became a cluster. One disadvantage found when using cluster sampling was an increase in standard error. However, this was offset by collecting larger amounts of data. In addition, since the surveys were administered within classrooms, the clusters were automated.

The administration of the survey was conducted during regularly scheduled class times and was not announced prior to the class. The faculty members within the selected classes were presented a script that they were instructed to read to the class prior to giving the survey. The script instructed the students to complete all the items, and it asked the faculty member to remind

the students that this survey was about their personal, collegiate experiences only where the survey was being administered, and the students were asked to complete the survey a second or third time even if they had it administered in another class.

In the 2004 CCSSE cohort samples, the total number of students submitting usable surveys was 804, with 40% male and 60% female; this, likewise, resembled the full population of community college students in the CCSSE cohort of 41% male and 59% female. The second component of student respondents was age; the range in the ages of students submitting usable surveys was 18 to 65 years, while approximately 89% of the students in the research were between the ages of 18 and 39, with 64% of those between the ages of 18 and 24 and 25% between 25 and 39 years old. The racial identification of the students was the next stratifying in which 52.2% of students in the research identified themselves as White/non-Hispanic, 13% were Hispanic/Latino/Spanish, 10% were Black or African American, 4% were Asian, and 2% were identified as Native American. This was the racial breakdown to the question: “What is your racial identification?” Some of the students identified themselves as international or foreign national, and approximately 6% of the students answered “yes” to the international identification question. Additional information about these specifics for our study will be identified with the totals for Navarro College in Chapter IV.

The parallel percentages for Navarro College as they pertain to the same personal characteristics follow: Gender division was 41% male and 59%

female; Ethnicity division was 64% White/non-Hispanic, 19% Black or African American, 9% Hispanic, Latino, or Spanish, 7% International Student or Foreign National, 1% Asian, and 0% Native American or Other. The ages of the students participating in the study at Navarro College included the following: 86% were between the ages of 18 and 39, with 39% between 18 and 19 years of age and 37% between 20 and 24 years of age. In 2004, the enrollment status of the Navarro College students was broken into 57% full-time and 43% part-time.

In the 2006 CCSSE cohort sample, the total number of students submitting usable surveys was 780, with 40% male and 60% female; this, likewise, resembled the full population of community college students in the CCSSE cohort of 41% male and 59% female.

The second component of student respondents was age; approximately 90% of the students in the research were between the ages of 18 and 39, with 65% of those between the ages of 18 and 24 and 24% between 25 and 39. The racial identification of the students was the next stratifying marking, and 65% of students in the research identified themselves as White/non-Hispanic, 9% were Hispanic/Latino/Spanish, 11% were Black or African American, 3% were Asian, and 2% were identified as Native American. Some of the students identified themselves as an international student or foreign national; these specifics for our study will be identified with the totals for Navarro College.

The final identifying marking for the students participating in this study on the consortium level is the enrollment status of each of the students. The

students fall into two categories: full-time or part-time. The student respondents in this study at the college consortium level reported that 69% were full-time and 31% were part-time. It was noted that this is an inverse sampling representation and is attributed as a result of the sampling technique and the in-class administration process. For this reason, survey results were disaggregated on the full-time/part-time variable so that reports more accurately reflect the underlying student population.

The parallel percentages in 2006 for Navarro College as they pertain to the same personal characteristics follow: Gender division was 37% male and 63% female; Ethnicity division was 65% White/non-Hispanic, 20% Black or African American, 10% Hispanic, Latino, or Spanish, 4% International Student or Foreign National, 1% Asian, and 0% Native American or Other. The ages of the students participating in the study at Navarro College included the following: 89% were between the ages of 18 and 39, with 37% between 18 and 19 years of age and 18% between 20 and 24 years of age. The enrollment status of the Navarro College students was broken into 54% full-time and 46% part-time.

Over the course of both years, the total number of usable surveys was 1584. And, for the analyses portion of the study, the ethnicity component was combined into four groups instead of seven as revealed on the survey, including the combination of the group American Indian or other Native American, the group of Asian, Asian American or Pacific Islander, the group of Native Hawaiian, and the group of Other, into one group of "Other."

Instrumentation

The CCSSE Survey of Student Engagement is called *The Community College Student Report*. It is a 38-question, likert-scale questionnaire survey (Appendix D) that is administered over a 25-50 minute session within pre-selected classes. The questions on the survey corresponded to the benchmarks identified as active/collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. In addition, the 2006 CCSSE survey administered within the Navarro College cohort contained 15 additional questions submitted by cohort community colleges pertaining to academic advising; these were in likert-scale format, also. Results for these questions were available to each participating college.

CCSSE and this survey focus on student learning and retention through engagement. The survey was administered directly to students at CCSSE member colleges within classes selected randomly by CCSSE administrators. The colleges received the survey results, along with data and additional national analysis, in order to improve individual programs and services for students.

Instrument Validity/Reliability

As reported by CCSSE, the survey instrument and the constructs derived from the survey were reliable because of three phases of model development, which demonstrated validity with student's respective grade point average (GPA). The reliability was further tested in the second phase when measurement of invariance across the groups was assessed. Likewise, validity

was assessed during the third phase by showing any relationship between the GPA and latent constructs (Marti, 2004). The reported results showed that the survey is appropriate for use across a variety of populations.

Reliability for the instrument was estimated by calculating a Cronbach's alpha coefficient for each benchmark. Table 1 shows reliability of each item of perceived attributes and perceptions of the five benchmarks:

active/collaborative learning, $r=0.78$; student effort, $r=0.52$; academic challenge, $r=0.80$; student-faculty interaction, $r=0.73$; and support for learners, $r=0.77$.

Table 1
Reliability of Dependent Variables of the Survey

Benchmarks	<i>r</i>
Active/Collaborative Learning	0.78
Student Effort	0.52
Academic Challenge	0.80
Student-Faculty Interaction	0.73
Support for Learners	0.77

Note: $M=2.26$; $SD=0.49$

Results indicated that the benchmarks were closely tied to one another; however, since the survey itself is primarily concerned with student engagement, this is expected. Therefore, the questions within each benchmark were also correlated to seek information about that one area. The reliability coefficient (Cronbach's alpha) showed that the instrument is reliable; however, some concerns exist regarding the reliability of benchmark two, student effort, because of its low value.

CHAPTER IV

ANALYSIS OF DATA

This chapter presents the findings by objective. Personal characteristic responses were described, the findings related to each of the nine objectives for the two years were summarized, and a comparison of survey respondents from 2004 and 2006 was provided. For the purpose of this study, raw data from each year that the Community College Survey of Student Engagement (CCSSE) at The University of Texas at Austin (Appendix D) *The Community College Student Report* (Spring 2004 and Spring 2006), which was administered at Navarro College, was used with permission from each entity.

Personal Characteristics of Participants

Students enrolled in a small-sized community college in central Texas were the target population for the study, sampling over a two year period. Over 6000 students are enrolled in classes on one of the three Navarro College campuses, and the classes themselves were randomly selected by CCSSE. These students were categorized based upon age, gender, ethnicity, and enrollment status, and these personal characteristics form the independent variables of the study. Table 2 shows the breakdown of the ages of students enrolled at Navarro College who participated in the survey during the two Spring semesters that the survey was administered.

Table 2
Percentage Breakdown of Participants' Ages

Year	18-19		20-21		22-24		25-29		30-39		40-49		50-64	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
2004	307	39	197	25	95	12	71	9	78	10	32	4	16	2
2006	294	40	176	24	81	11	66	9	66	9	37	5	15	2

Note: $N=1584$

This shows that the majority of the students enrolled at Navarro College fell into the traditional-aged student of 18-24 years of age (76%) in the year 2004 and that number remained fairly constant in 2006, with 75% of the students falling between 18-24 years of age.

Likewise, Table 3 shows the percentage breakdown of student participants' gender according to each year.

Table 3
Percentage Breakdown of Students by Gender

Year	Male		Female	
	<i>f</i>	%	<i>f</i>	%
2004	231	40	370	60
2006	346	40	556	60
Both	577		926	

Note: $N=1584$

This was the one area that seems to stay the most consistent across the two-year span of administering the CCSSE survey to the NC students and with the numbers reported for the consortium and for the cohort.

Table 4 shows the percentage breakdown of the ethnicity of the students participating with usable surveys according to the two years, 2004 and 2006.

Table 4
Percentage Breakdown of Students According to Ethnicity

Year	White/ Non- Hispanic		Hispanic/ Latino/ Spanish		Black or African American		Asian, Asian American, or Pacific Islander		American Indian or Other Native American		Other	
	<i>F</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
2004	419	61.0	91	13.0	217	10.0	22	4.0	5	0.2	33	6.0
2006	408	64.0	96	9.0	172	19.0	18	4.5	16	1.6	24	7.0
Both	827	54.3	187	12.3	389	25.6	40	4.5	21	1.4	57	3.7

Note: *N=1522*

This table does not include the ethnic status of international or foreign national. The total number of students indicating on the survey that they were of international origin was 54 of the total 1584 students completing the survey. This is interesting to note and is seen in Table 5.

Table 5
International Students Completing the Survey in 2004 and 2006

Year	International or Foreign National	
	<i>f</i>	<i>%</i>
2004	78	57.4
2006	62	45.6
Both	136	

Note: *N=1526*

It is noted here that, with the inclusion of asking about race and about internationalism, the strength of the survey is greater. Through this data, we showed that the international students at Navarro College are reflected in the data. This was further addressed within benchmark three, academic challenge.

And, the final table, related to the personal characteristics of the two survey-sampling student groups, shows the breakdown of the enrollment status of the students participating in the survey in the years 2004 and 2006. The enrollment status of the community college student was divided into part-time enrollment and full-time enrollment, with a full-time status being reached at 12-college hours. Table 6 shows this breakdown and includes the percentages for the small-college consortium in which Navarro College fell within the CCSSE cohort study group:

Table 6
Breakdown of Students According to Enrollment Status

Year	Full-Time		Part-Time	
	<i>f</i>	%	<i>f</i>	%
NC 2004	1045	66	537	34
NC 2006	903	57	681	43
Consortium 2004	570	36	1014	64
Consortium 2006	618	39	966	61

Note: $N=1584$

This shows an inverse representation and is the result of the random in-class sampling technique used by CCSSE within the consortium and the cohort colleges for both years. Because of the in-class administration of the CCSSE survey by faculty members, the survey results were disaggregated or weighted on the full-time/part-time variable so that the reporting system will reflect more accurately the student population. However, for the purpose of this study, the raw data from 2004 and the raw data from 2006 were gathered and used in running the analyses. The centralized data from 2006 would not match cleanly

with the 2004, therefore, the raw data from both administrations of the survey was gathered from CCSSE, and the analyses were run from that information.

This table also shows that, for Navarro College, more students were enrolled on a part-time basis. Table 7 shows the enrollment breakdown from the two surveying years.

Table 7
Total Enrollment Breakdown for Navarro College from 2004 and 2006

Enrollment Status	<i>f</i>	%
Part-Time	266	16.8
Full-Time	1305	82.4
Missing	<u>13</u>	<u>00.8</u>
Total	1584	100.0

Note: $N=1584$; $M=2.26$; $SD=0.54$

The enrollment status for the combined years follows the same pattern as exhibited throughout the same-sized colleges within the cohort.

Findings Related to Each of the Eight Objectives

The first five objectives of the study relate to the five benchmarks of the study as they are relative to student perception and revealed in the CCSSE survey; they include the following: active/collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. The next objective, objective six, examines the participants' perceptions and each benchmark and the relationships that exist between the two years of data collection and then the personal characteristics and the benchmarks. The seventh and eighth objectives describe the faculty-centered student advisement

program implemented at Navarro College to address this issue and its means and impacts on student teaching, learning, and retention.

Objective One

The first objective was to describe the participants' perceptions of active/collaborative learning during 2004 and 2006. The premise behind this benchmark is that students learn more when they are more involved in their own education, when they interact more with one another and with the faculty member, and when they have more opportunities to apply what they are learning in different settings. This can be achieved by collaborating with others (students, faculty, staff, and community) to solve problems in ways that foster the development of skills to help them with the different types of problems and situations they will encounter in the workplace, the community, and their personal lives.

Seven questions on the CCSSE survey pertain to benchmark one or collaborative learning, with such issues as class discussion, class presentations, community-based projects, and student tutoring being addressed. Table 6 shows the frequencies and percentages of answers for each of the seven questions on the survey that correspond to benchmark one, active/collaborative learning. The results, as seen in Table 8, indicate that the average mean level for all seven questions for Navarro College in 2006 ($M=2.04$) is consistent with the national level of the cohort.

Table 8
Frequency Table for Benchmark One, Active/Collaborative Learning for 2004 and 2006

Benchmark 1 Collaborative/Active Learning	Never		Sometimes		Often		Very Often	
	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%
Asked questions in class or contributed to class discussions	40	2.5	589	37.2	578	36.5	369	23.3
Made a class presentation	342	21.6	698	44.1	394	24.9	137	8.6
Worked with other students on projects during class	188	11.9	692	43.7	496	31.3	179	11.3
Worked with classmates outside of class to prepare class assignments	570	36.0	624	39.4	255	16.1	116	7.3
Tutored or taught other students (paid or voluntary)	1041	65.7	378	23.9	100	6.3	52	3.3
Participated in a community-based project as a part of a regular course	1184	74.7	281	17.7	84	5.3	17	1.1
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	208	13.1	600	37.9	475	30.0	282	17.8

Note: Scale: 1=Never; 2=Sometimes; 3=Often; 4=Very Often
M=2.04

This reveals interesting facts about the Navarro College students and their collaborative learning activities. One area that shows the students participating in their learning is in classroom discussions both inside and outside the classroom, with a large majority of the students (59.8%) answering that they contributed to class discussion and then they further discussed the ideas from class readings and class discussions outside of class (47.8%) at the “often” and “very often” level.

The average means for the seven questions relating to benchmark 1 are shown in Table 9, and these show that, from 2004 and 2006, the perceived participation in active/collaborative learning on the part of Navarro College students remains constant. And, in the area of working with students on projects during class has the largest increase from 2004 ($M=2.33$) to 2006 ($M=2.40$).

Table 9
Average Means for Navarro College for Benchmark One, Collaborative/Active Learning for 2004 and 2006

Benchmark One Collaborative-Active Learning	2004 NC Mean	2004 Consortium Mean	2006 NC Mean	2006 Consortium Mean	3-Year Cohort Mean
Asked questions in class or contributed to class discussions	2.85	2.80	2.77	2.84	2.90
Made a class presentation	2.11	1.95	2.07	1.99	2.02
Worked with other students on projects during class	2.33	2.44	2.40	2.43	2.45
Worked with classmates outside of class to prepare class assignments	1.84	1.91	1.85	1.94	1.85
Tutored or taught other students (paid or voluntary)	1.41	1.43	1.42	1.45	1.37
Participated in a community-based project as a part of a regular course	1.28	1.30	1.29	1.34	1.28
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.50	2.55	2.48	2.53	2.55

Note: Scale: 1=Never; 2=Sometimes; 3=Often; 4=Very Often
M= 2.10; SD=0.49

Further, this shows that an improvement was seen in the perception of Navarro College participants in the amount of collaborative/active learning that they were experiencing within their classes from 2004 to 2006. This is discussed further in the Objective six discussions. In addition, it shows that an

improvement was being seen across the three levels of the study with an increase in the average mean seen at a single institution, at the consortium level, and at the entire cohort level.

Objective Two

Objective two was to describe the participants' perceptions of student effort during 2004 and 2006. Student effort deals with the students' own behaviors and how they contribute significantly to their learning and to their success in attaining their respective educational goals. The questions which pertained to this objective dealt with the amount of work the student performed outside the basic requirements, but on his own initiative, such as preparing two or more drafts of a paper before submitting it, preparing for class by studying, doing homework, and reading, and reading books as outside reading on their own. Table 10 shows the breakdown of answers for each of the eight questions on the survey that correspond with benchmark two or student effort.

Table 10
Frequency Table for Benchmark Two, Student Effort for 2004 and 2006

Benchmark Two Student Effort	Never		Sometimes		Often		Very Often	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Prepared two or more drafts of a paper or assignment before turning it in	260	16.4	485	30.6	520	32.8	297	18.8
Worked on a paper or project that required integrating ideas or information from various sources	129	8.1	501	31.6	610	38.5	329	20.8
Came to class without completing readings or assignments	403	25.4	862	54.4	204	12.9	88	5.6
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	458	28.9	755	47.7	209	13.2	75	4.7

Note: Scale: 1=Never; 2=Sometimes; 3=Often; 4=Very Often
M=2.04

The fifth question within this grouping of questions relating to benchmark two, student effort was scaled differently; therefore, it had been pulled and placed in Table 11. This question had to do with the number of hours the Navarro College students reported that they spent preparing for class in a typical class week of seven days. As reported in the table, a majority of Navarro College students (73.3%) spent, on average, less than ten hours a week preparing for class.

Table 11
Benchmark Two Student Effort Frequency Table Reflecting Hours Preparing for Classes for 2004 and 2006

Benchmark Two Student Effort	Never		1-5 Hours		6-10 Hours		11-20 Hours		21-30 Hours		Over 30 Hours	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Preparing for class	41	2.6	704	44.4	458	28.9	225	14.2	86	5.4	50	3.2

Scale: 1=Never; 2=1-5 Hours; 3=6-10 Hours; 4=11-20 Hours; 5=21-30 Hours; 6=Over 30 Hours

At the same time, this table shows that a large majority of Navarro College students (43.1%) were studying and preparing for class and examinations, with 28.9% reporting that they prepare 6-10 hours and 14.2% reporting 11-20 hours of weekly preparation.

The next table, Table 12, shows the frequencies for the final three questions that relate to benchmark two student effort. The scaling was somewhat different therefore it has been separated. This table shows the frequency that the Navarro College students reported that they were satisfied with different services provided by the college, including participating in tutoring, attending skills labs, or frequenting computer labs.

Table 12

Benchmark Two, Student Effort Frequency Table About Using Tutorial Labs for 2004 and 2006

Benchmark Two Student Effort	N.A.		Rarely/ Never		Sometimes		Often	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Frequency: Peer or other tutoring	397	25.1	710	44.8	294	18.6	102	6.4
Frequency: Skill labs (writing, math, etc.	247	15.6	436	27.5	451	28.5	367	23.2
Frequency: Computer lab	103	6.5	271	17.1	447	28.2	671	42.4

Scale: 0=N.A.; 1=Rarely/Never; 2=Sometimes; 3=Often

This table shows a quarter (25.0%) of the Navarro College students, over the two year survey period, likewise, participated in tutoring services provided by Navarro College. Over half of the Navarro College students (51.7%) reported using the tutoring services “sometimes” (28.5%) and “often” (23.2%) use the skills labs provided by the college; these types of labs include writing labs and math skills labs. And, finally, this table shows that a significantly large amount of Navarro College students (70.6%) reported that they use “sometimes” (28.2%) and “often” (42.4%) the computer labs on the Navarro College campuses.

The results, as seen in Table 13, indicate that Navarro College is significantly above the average mean level for all eight questions in 2006 ($M=2.04$).

Table 13
*Average Means for Navarro College for Benchmark Two, Student Effort for
 2004 and 2006*

Benchmark Two Student Effort	2004 NC Mean	2004 Consortium Colleges Mean	2006 NC Mean	2006 Consortium Colleges Mean	3-Year Cohort Colleges Mean
Prepared two or more drafts of a paper Or assignment before turning it in	2.46	2.36	2.40	2.36	2.47
Worked on a paper or project that required integrating ideas or information from various sources	2.67	2.55	2.58	2.57	2.68
Came to class without completing Readings or assignments	1.95	1.91	1.94	1.89	1.89
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.05	1.99	2.17	2.00	2.08
Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.78	1.76	1.75	1.82	1.88
Frequency: Peer or other tutoring	1.38	1.48	1.44	1.50	1.45
Frequency: Skill labs (writing, math, etc.	1.88	1.81	1.94	1.82	1.71
Frequency: Computer lab	2.16	2.09	2.24	2.11	2.09

Note: Scale: 1=Never; 2=Sometimes; 3=Often; 4=Very Often; or
 1=Never.; 2=Between 1 and 4; 3=Between 5 and 10;
 4=Between 11 and 20; 5=More than 20; or
 0=N.A.; 1=Rarely/Never; 2=Sometimes; 3=Often
M=2.04; p<.001

This shows that Navarro College students increased the individual participation in several areas of student effort from 2004 to 2006 which is after the implementation of the faculty-centered student advisement program. These areas included the following: the number of books that the students read on their own for personal enjoyment and/or enrichment, the number of times to seek peer or other tutoring, the amount of time in labs, such as writing or math, and the amount of time spent in a computer lab. This table also shows that Navarro College ($M=1.94$) was significantly above the consortium ($M=1.82$) and the cohort ($M=1.71$) in the area of students attending skills labs, such as writing labs or math labs, to receive additional help. In addition, Navarro College excels in the areas covered by benchmark two or student effort. Table 14 shows the mean averages for the eight items in the survey that correspond with this benchmark.

Table 14
Average Means for Benchmark Two for 2006 ($N=1584$)

Benchmark Two	NC Average Mean	Consortium Average Mean	Cohort Average Mean
Student Effort	2.06	2.00	2.03

Note: $M=2.04$; $p<.001$

Objective Three

This objective describes participants' perceptions of academic challenge during 2004 and 2006. The need to be challenged in the collegiate classroom has never been as needed as it is today, and the term academic challenge is seen in the growth by the student both creatively and intellectually. Ten items from the CCSSE survey corresponded to academic challenge. Some of the items on the survey that comprise this section include the following: synthesizing and organizing ideas in new ways, applying theories and concepts in new ways, and being encouraged to spend more time on school work. In addition, these survey questions addressed the academic work assigned, the complexity of that work, and the standards with which the work was evaluated.

Table 15 is a frequency table for the answers for each of the ten questions on the survey that corresponded with benchmark three or academic challenge.

Table 15
Frequency Table for Benchmark Three, Academic Challenge for 2004 and 2006

Benchmark Three Academic Challenge	Very Little		Some		Quite a Bit		Very Much	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Worked harder than you thought you could to meet an instructor's standards or expectations	14	9.2	638	40.3	545	34.4	231	14.6
Analyzing the basic elements of an idea, experience, or theory	112	7.1	545	34.4	628	39.6	285	18.0
Synthesizing and organizing ideas, information, or experiences in new ways	136	8.6	574	36.2	577	36.4	277	17.5
Making judgments about the value or soundness of information, arguments, or methods	215	13.6	583	36.8	523	33.0	243	15.3
Applying theories or concepts to practical problems or in new situations	211	13.3	576	36.4	538	34.0	247	15.6
Using information you have read or heard to perform a new skill	159	10.0	543	34.3	554	35.0	321	20.3
Encouraging you to spend significant amounts of time studying	89	5.6	376	23.7	648	40.9	458	28.9

Note: Scale: 1=Very little; 2=Some; 3=Quite a bit; 4=Very Much
 $M=2.90$; $p<.001$

This shows that Navarro College students did report feeling academically challenged, with 100% of the students feeling from “very little” to “very much” challenged. This was more closely examined with the overall average mean for benchmark three academic challenge for the two year study period for the third column “quite a bit” reporting 36.2% of the students

reported being challenged at that level and with the fourth column of this table reporting that 18.6% of the students feeling challenged at the “very much” level. This combined average mean shows that over half of the students (54.8%) surveyed reported that they were academically challenged at a “quite a bit” to “very much” level.

Three more survey questions are included in benchmark three, academic challenge. The first two questions dealt with the amount of reading a student does during the semester, both assigned and independently. Table 16 shows the frequencies at which the students replied to these two questions for 2004 and 2006. And, the third survey item pertained to the extent examinations through the semester have challenged the student; the results of this survey question follow this table in Table 17.

Table 16
Frequency Table for Benchmark Three, Academic Challenge for the Number of Books Read and Papers Written for 2004 and 2006

Benchmark Three Academic Challenge	None		Between 1 and 4		Between 5 and 10		Between 11 and 20		More than 20	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Number of assigned textbooks, manuals, books, or book-length packs of course readings	42	2.7	576	36.4	560	35.4	248	15.7	145	9.2
Number of written papers or reports of any length	104	6.6	497	31.4	533	33.6	298	18.8	134	8.5

Note: $M=2.90$

Scale: 1=Never; 2=Between 1 and 4; 3=Between 5 and 10;
 4=Between 11 and 20; 5=More than 20

The third question in this grouping for benchmark three academic challenge pertained to the extent the students felt challenged on examinations at Navarro College. Table 17 shows the results of this question that asks to what extent the examinations during the current school year challenged the student to do his best work.

Table 17
Frequency Table for Benchmark Three, Academic Challenge About Challenge of Examinations for 2004 and 2006

Benchmark Three Academic Challenge	Extremely Easy		Easy		Somewhat Easy		Somewhat Challenging		Challenging		Very Challenging		Extremely Challenging	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	13	0.8	32	2.0	87	5.5	410	25.9	504	31.8	2981	8.8	151	9.5

Scale: 1=Extremely Easy; 2=Easy; 3=Somewhat Easy; 4=Somewhat Challenging; 5= Challenging; 6=Very Challenging; 7=Extremely Challenging

Note: $M=2.90$

This shows that, overall, the Navarro College students felt challenged (18.8%) and extremely challenged (9.5%) on the examinations. This was followed closely with a large number of students (31.8%) who reported feeling that examinations in the current year were “somewhat challenging.”

Furthermore, the results, as seen in Table 18, indicate that Navarro College fell above the average mean for nine of the ten questions in this area in 2006, with $p<.001$ with an effect size greater than or equal to .200.

Table 18
Average Means for Navarro College for Benchmark Three, Academic Challenge for 2004 and 2006

Benchmark Three Academic Challenge	2004 NC Mean	2004 Consortium Mean	2006 NC Mean	2006 Consortium Colleges Mean	Cohort Colleges Mean
Worked harder than you thought you could to meet an instructor's standards or expectations	2.55	2.50	2.50	2.53	2.51
Analyzing the basic elements of an idea, experience, or theory	2.66	2.79	2.64	2.77	2.80
Synthesizing and organizing ideas, information, or experiences in new ways	2.61	2.60	2.56	2.68	2.67
Making judgments about the value or soundness of information, arguments, or methods	2.49	2.48	2.43	2.51	2.51
Applying theories or concepts to practical problems or in new situations	2.47	2.54	2.46	2.61	2.60
Using information you have read or heard to perform a new skill	2.61	2.71	2.57	2.76	2.71
Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.86	2.78	2.79	2.84	2.84
Number of written papers or reports of any length	2.86	2.55	2.64	2.60	2.80
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	4.96	5.01	4.94	5.06	5.01
Encouraging you to spend significant amounts of time studying	2.89	2.89	2.91	2.95	2.93

Note: $M=2.90$; $p<.001$

This shows that Navarro College students were being encouraged to spend more amounts of time studying from 2004 ($M=2.89$) to 2006 ($M=2.91$).

This is shown in Table 19.

Table 19

Mean Average for Benchmark Three, Encouraging Students to Study More for 2004 and 2006

Benchmark Three Academic Challenge	2004 NC Mean	2006 NC Mean
Encouraging you to spend significant amounts of time studying	2.89	2.91

Note: $M=2.90$

This shows that Navarro College remained consistent statistically from 2004 to 2006. Further comparison of benchmark three, academic challenge follows in the discussion of Objective Six.

Objective Four

Objective four describes participants' perceptions of student-faculty interaction during 2004 and 2006. Based upon the concept that the more students have contact with and interact with their teachers, the more likely those students will learn and move closer to their own educational goals, this objective shows the findings of this type of interaction. This interaction between teachers and students can lead to the faculty members becoming role models, mentors, and guides for lifelong learning. This shows that the Navarro College students felt they are interacting with faculty members through

electronic mail, they are discussing ideas from class readings outside class with their teachers, and they worked on activities other than coursework with faculty members.

This objective corresponded to six questions on the CCSSE survey, and Table 20 shows the breakdown of these questions, with the mean for each question for Navarro College, for the consortium, and for the CCSSE cohort for 2006.

Table 20
Benchmark Four, Student-Faculty Interaction Frequency Table

Benchmark Four Student-Faculty Interaction	Never		Sometimes		Often		Very Often	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Used email to communicate with an instructor	268	16.9	582	36.7	448	28.3	266	16.8
Discussed grades or assignments with an instructor	135	8.5	702	44.3	514	32.4	220	13.9
Talked about career plans with an instructor or advisor	446	28.2	710	44.8	284	17.9	116	7.3
Discussed ideas from your readings or classes with instructors outside of class	670	42.3	628	39.6	189	11.9	74	4.7
Received prompt feedback (written or oral) from instructors on your performance	150	9.5	599	37.8	596	37.6	211	13.3
Worked with instructors on activities other than coursework	1032	65.2	350	22.1	123	7.8	40	2.5

Note: Scale: 1=Never; 2=Sometimes; 3=Often; and 4=Very Often
M=2.90

This shows that at the “often” level, Navarro College students reported the most often frequency on the following questions: faculty using email to communicate with students (28.3%); faculty discussing assignments or grades with students (32.4%); and, faculty providing prompt written or oral feedback from instructors on performance (37.6%). In addition, Navarro College had some areas in which focus for increasing interaction, which the review of the literature has revealed increases retention in college students, between faculty and students can be incorporated into the faculty advisement program, as well as some of the ways faculty members have implemented as ways to connect with the students. One such area was revealed through the question that asked students if they discussed readings or classes with instructors outside of class; Navarro College students reported “never” on this particular question 42.3%. Further comparisons are following in the discussions of Objective six.

Table 21 reveals the average means for benchmark four, student-faculty interaction for 2004 and 2006 for Navarro College, for the consortium, and for the CCSSE cohort.

Table 21
Benchmark Four, Student-Faculty Interaction Means for 2004 and 2006

Benchmark Four Student-Faculty Interaction	2004 NC Mean	2004 Consortium Colleges Mean	2006 NC Mean	2006 Consortium Colleges Mean	CCSSE Cohort Mean
Used email to communicate with an instructor	2.34	2.05	2.38	2.22	2.30
Discussed grades or assignments with an instructor	2.50	2.47	2.47	2.53	2.48
Talked about career plans with an instructor or advisor	2.00	2.00	1.97	2.05	1.98
Discussed ideas from your readings or classes with instructors outside of class	1.75	1.73	1.70	1.78	1.71
Received prompt feedback (written or oral) from instructors on your performance	2.59	2.57	2.53	2.60	2.64
Worked with instructors on activities other than coursework	1.38	1.42	1.41	1.47	1.38

Note: Scale: 1=Never; 2=Sometimes; 3=Often; 4=Very Often
M=2.09; p<.001

This shows that there was a nominally significant increase in three of the six questions pertaining to this benchmark from the initial survey in 2004 to 2006. Also, this shows that, with results for 2006 data, Navarro College faculty used email to communicate with students at a more frequent amount for 2004 to 2006, and on average, more than other colleges in the consortium or the cohort. In addition in 2006, students worked with instructors on activities other than coursework nominally more at Navarro College than at colleges within the cohort, on average. Likewise, this table shows that Navarro College did not fall

significantly below the mean of the comparison group because the items listed are significant at $p < .001$, with an effect size greater than or equal to .200.

Objective Five

The fifth objective is to describe participants' perceptions for support for learners during 2004 and 2006. When students feel that the institution is committed to their individual successes and works to cultivate relationships with the different groups on campus, these students are more satisfied at college and are more likely to succeed because they are happy. There were seven corresponding items on the CCSSE survey for this benchmark, with questions regarding the amount of support students receive about financial assistance information, academic advising, non-academic responsibilities and providing activities for social growth included in this grouping of questions.

Table 22 shows this frequency for 2004 and 2006 with each question that pertains to this benchmark on the survey.

Table 22
Benchmark Five, Support for Learners Frequency Table for 2004 and 2006

Benchmark Five Support for Learners	Very Little		Some		Quite a Bit		Very Much	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Providing the support you need to help you succeed at this college	94	5.9	438	27.7	653	41.2	384	24.2
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	294	18.6	498	31.4	477	30.1	299	18.9
Helping you cope with your non-academic responsibilities (work, family, etc).	571	36.0	535	33.8	310	19.6	150	9.5
Providing the support you need to thrive socially	402	25.4	618	39.0	380	24.0	155	9.8
Providing the financial support you need to afford your education	345	21.8	397	25.1	425	26.8	398	25.1

Scale: 1=Very Little; 2=Some; 3=Quite a Bit; 4=Very Much

Note: $M=2.09$

This frequency table shows that the faculty at Navarro College provided support to the students at Navarro College on the scale of “quite a bit” to “very much” at a rate of 65.4% with the first five questions on the survey that relate information for benchmark five. Navarro College seemed to meet and exceed the perceived needs of students with providing financial support and/or assistance in educational expenses and the information regarding this.

Table 23 shows the frequency results for the remaining two survey questions for benchmark five. They were frequency questions.

Table 23
Benchmark Five Frequency Table Showing the Amounts of Time Academic and Career Planning

Benchmark Five Support for Learners	N.A.		Rarely/ Never		Sometimes		Often	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Frequency: Academic advising or planning	136	8.6	568	35.9	661	41.7	158	10.0
Frequency: Career planning	245	15.5	796	50.3	389	24.6	83	5.2

Note: Scale: 0=N.A.; 1=Rarely/Never; 2=Sometimes; 3=Often

This shows that over half of the students (51.7%) at Navarro College received some type of academic advising or planning over the two-year survey period at a “sometime” and/or “often” level on the survey question scale.

In addition, another one-third of the students (35.9%) reported that they had received some or “rarely/never” academic advising. Even so, this was a total of 87.6% of the students randomly selected to participate in the survey reported some contact from the institution with regards to academic advising or planning. This can be seen as significant since this is just two years into the implementation process of the faculty-centered student advisement program, beginning with the first-time, full-time students and adding others over a seven year process, and the survey was administered across the campuses without regard to the student enrollment status. Therefore, full-time students who had been attending Navarro College, as well as part-time students, were part of the

data collection of the CCSSE survey. This will be further addressed in the comparisons made in Objective six.

Table 24 shows the average means for Navarro College, the consortium, and the cohort for benchmark five, support for learners for 2006.

Table 24
Average Means of Benchmark Five, Support for Learners in 2006

Benchmark Five Support for Learners	Navarro College Mean	Consortium Mean	CCSSE Cohort Mean
Providing the support you need to help you succeed at this college	2.73	2.95	2.91
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.36	2.48	2.42
Helping you cope with your non-academic responsibilities (work, family, etc).	1.89	2.03	1.88
Providing the support you need to thrive socially	2.05	2.20	2.05
Providing the financial support you need to afford your education	2.50	2.43	2.35
Frequency: Academic advising or planning	1.69	1.77	1.74
Frequency: Career counseling	1.40	1.50	1.43

Note: 1=Very little; 2=Some; 3=Quite a bit; 4=Very much; or 0=N.A.; 1=Rarely/Never; 2=Sometimes; 3=Often
 $M=2.02, p<.001$

With significance at $p<.001$ and with the effect size greater than or equal to 0.20, this shows that Navarro College fell below the mean of both the consortium and the cohort. This indicated that Navarro College may need to plan to create more support and/or more awareness of the support available to students in the area of providing additional support to help students succeed at the institution. This is illustrated in Table 25.

Table 25
Benchmark Five, Support for Learners Question that Falls Below the Average Mean of the Consortium and the Cohort for 2006

Question	NC Mean	Consortium Colleges Mean	Cohort Colleges Mean
Providing the support you need to help you succeed at this college	2.73	2.95	2.91

Note: Scale: 1=Very little; 2=Some; 3=Quite a bit; 4=Very much
M2.02; p<.001

Objective Six

Comparisons of the respondents from 2004 and the respondents from 2006 were conducted to evaluate whether any differences in the perceptions of student participants, with regards to the five benchmarks (active/collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners), existed. Table 26 reflects the frequencies of the two years of the study.

Table 26
Frequencies of the Two Years of the Survey (N=1584)

Year	<i>F</i>	%
2004	804	50.8
2006	780	49.2
Total	1584	100.0

This gives the overall breakdown of the number of survey submitted to CCSSE for use in the survey data. This shows that the first year 2004 (50.8%) contained more surveys than the second year that the survey was administered

at Navarro College, 2006 (49.2%). It also shows that the data analyses were conducted using the constant $N=1584$.

In addition, Table 27 provides descriptions for the five benchmarks for each of the two years of the study.

Table 27
Overall Findings of the Five Benchmarks of the Study with Valid Surveys Submitted to CCSSE for 2004 and 2006 (N=1584)

Benchmarks	<i>F</i>	<i>%</i>	<i>M</i>	<i>SD</i>
Benchmark One				
2004	776	96.5%	2.10	0.50
2006	731	93.7%	2.10	0.48
Total	1581		2.10	0.47
Benchmark Two				
2004	776	96.5%	2.01	0.49
2006	731	93.7%	2.03	0.49
Total	1581		2.02	0.48
Benchmark Three				
2004	776	96.5%	2.93	0.55
2006	731	93.7%	2.91	0.58
Total	1582		2.91	0.57
Benchmark Four				
2004	776	96.5%	2.14	0.56
2006	731	93.7%	2.14	0.55
Total	1583		2.14	0.56
Benchmark Five				
2004	776	95.5%	2.15	0.62
2006	731	93.7%	2.10	0.62
Total	1578		2.13	0.61

Note: $M=2.26$; $SD=0.54$; $p<0.001$

Table 27 shows that the one area of increase is seen in benchmark three academic challenge from 2004 to 2006. This benchmark has the highest average mean ($M=2.91$), indicating that the students scored more times in the columns which indicated that they worked harder or studied at a level of “quite a bit” and “very much” more than they did in the columns indicating “some” or “very little.” In addition, a nominal difference exists between the remaining four benchmarks. This means that the questions within those benchmarks correspond closely to the topic of that benchmark. This is further supported with the low standard deviation scores for each of the benchmarks.

An ANOVA was conducted between the means of the benchmarks to determine the effect, if any, on the inferred quality of advising as seen through independent data from Navarro College that is based upon student persistence, student GPA, and student graduation. Table 28 shows the independent samples t-test for each benchmark for the two years of the survey study.

Table 28
Comparison of Navarro College Benchmark Scores for 2004 and 2006

Benchmarks	<i>N</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>P</i>
Active/Collaborative Learning					
2004	801	2.10	0.50	0.22	0.83
2006	780	2.10	0.48		
Student Effort					
2004	801	2.01	0.49	0.75	0.45
2006	780	2.03	0.49		
Academic Challenge					
2004	803	2.93	0.55	0.78	0.44
2006	779	2.91	0.58		
Student-Faculty Interaction					
2004	804	2.14	0.56	0.31	0.75
2006	779	2.14	0.55		
Support for Learners					
2004	801	2.15	0.61	1.72	0.09
2006	777	2.11	0.62		

Note: $N=1584$; $M=2.26$; $SD=0.54$; $p<0.001$

Table 28 shows that no significant difference was found between the two years and the five benchmarks: benchmark one, active/collaborative learning, $t(1581)=0.22$, $p>.001$; benchmark two, student effort, $t(1581)=0.75$, $p<.001$; benchmark three, academic challenge $t(1583)=0.78$, $p<.001$; benchmark four, student-faculty interaction $t(1585)=0.31$, $p<.001$; and benchmark five, support for learners $t(1578)=1.72$, $p<.001$.

Within the study, four independent variables existed and formed the personal characteristics of the study, which include age, gender, ethnicity, and enrollment status. Objective six also examines the relationships that exist between participants' perceptions of each of the five benchmarks or the

dependent variables and the personal characteristics or independent variables to see if any statistically significant differences exist based upon a students' age, gender, ethnic background or enrollment status for each of the study's years, 2004 and 2006.

Table 29
Benchmark Frequencies According to Age for 2004 and 2006

Benchmarks	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Benchmark One				3.80	0.00
18-19	601	2.06	0.45		
20-21	374	2.11	0.51		
22-24	180	2.12	0.48		
25-29	138	2.17	0.48		
30-39	141	2.21	0.54		
40-49	64	2.00	0.41		
50+	29	2.07	0.54		
Total	1527	2.10	0.49		
Benchmark Two				3.78	0.000
18-19	601	1.97	0.46		
20-21	374	1.99	0.46		
22-24	180	2.11	0.50		
25-29	138	2.09	0.52		
30-39	141	2.08	0.56		
40-49	64	2.06	0.46		
50+	29	2.20	0.67		
Total	1527	2.02	0.49		
Benchmark Three				1.99	0.000
18-19	601	2.85	0.51		
20-21	374	2.86	0.56		
22-24	180	2.96	0.59		
25-29	138	3.05	0.63		
30-39	141	3.13	0.60		
40-49	64	2.97	0.57		
50+	29	3.05	0.56		
Total	1527	2.02	0.56		
Benchmark Four				2.51	0.014
18-19	601	2.10	0.55		
20-21	374	2.14	0.57		
22-24	180	2.19	0.55		
25-29	138	2.20	0.58		
30-39	141	2.22	0.53		
40-49	64	2.07	0.52		
50+	29	2.11	0.52		
Total	1527	2.80	0.91		
Benchmark Five				0.94	0.477
18-19	601	2.15	0.59		
20-21	374	2.09	0.61		
22-24	180	2.14	0.62		
25-29	138	2.19	0.64		
30-39	141	2.18	0.62		
40-49	64	2.05	0.62		
50+	29	2.03	0.64		
Total	1527	1.99	1.03		

Note: $N=1584$; $M=2.26$; $SD=0.54$

Table 29 shows that overall that, although a statistical difference exists between the first category of students' ages (18-19), there was not a practical enough difference between respondents to make a general conclusion or recommendation.

In addition to looking at the data from an age standpoint, the data can be reviewed and manipulated according to the gender. Table 30 shows the gender frequencies for each of the two years that the survey was administered.

Table 30
Gender Frequencies for 2004 and 2006 (N=1584)

Gender Frequencies Per Year	Male		Female	
	<i>f</i>	%	<i>f</i>	%
2004	321	40.4	474	59.6
2006	271	46.6	470	63.4
Combined (2004 and 2006)	592	37.4	944	59.6

Note: 2004 *N*=795; 2006 *N*=741

This shows the gender frequency for each year and the combined frequencies for both years of the survey. In the two survey years, the female proportion was larger than the male participants; this coincides with the overall national community college enrollment figures. The following table, Table 31, shows that no significant difference was found between the male and female counterparts participating in the survey from 2004 to 2006.

Table 31
Male versus Female Responses to the Benchmarks (N=1584)

Benchmarks	<i>n</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>P</i>
Benchmark One					
Male	592	2.096	0.48	0.45	0.657
Female	944	2.108	0.49		
Benchmark Two					
Male	592	1.979	0.46	2.98	0.003
Female	944	2.054	0.50		
Benchmark Three					
Male	592	2.845	0.51	4.21	0.001
Female	944	2.969	0.59		
Benchmark Four					
Male	592	2.129	0.56	0.85	0.395
Female	944	2.154	0.55		
Benchmark Five					
Male	592	2.094	0.58	1.88	0.060
Female	944	2.154	0.63		

Note: $M=2.26$; $SD=0.54$

This shows that no significant difference was found between the male and female survey participants' perceptions in benchmarks one and four, with benchmark one, active/collaborative learning, $t(1536)=0.45$, $p>.001$, and benchmark four, student-faculty interaction, $t(1536)=0.85$, $p>.001$. This table shows that no significant difference was found between male and female respondents with regards to benchmark 5, support for learners: $t(1536)=1.88$, $p>.001$. In addition, this table shows that no significant difference was found between the genders in benchmark two, student effort: $t(1536)=2.98$, $p>.001$, and that no significant difference was found between male and female respondents in benchmark 3 academic challenge, $t(1536)=4.21$, $p>.001$.

The next dependent variable in which the benchmarks were compared is ethnicity. For the purpose of the analysis, ethnic groups were combined to

enable comparison. The survey created seven categories for ethnic distinction however three categories have been combined to create a new “other” group. The categories combined into the new “other” category include: American Indian or other Native American; Asian, Asian American or Pacific Islander; Native Hawaiian; and Other. The other categories are in tact; these include: Black or African American, Non-Hispanic; White, Non-Hispanic; and Hispanic, Latino, Spanish. Table 32 shows the breakdown of the benchmarks according to the ethnicity dependent variable.

Table 32
Ethnicity Frequencies for 2004 and 2006

Year	Black or African American, Non-Hispanic		White, Non-Hispanic		Hispanic, Latino, Spanish		Other	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
2004	217	27.5	419	53.2	91	11.5	61	7.7
2006	172	23.4	408	55.6	96	13.1	58	7.9
Total	389	24.6	827	52.2	187	11.8	119	11.4

Note: $M=2.26$; $SD=0.54$

Table 32 shows that no significant difference was found in the numbers within each ethnic group in the study. The one group that decreased in overall numbers is the Black or African American, Non-Hispanic group from 2004 (27.5%) to 2006 (23.4%). The numbers displaced from this group were distributed to the other three groups.

In addition, the survey asked respondents whether or not they were considered international students or foreign nationals. Table 33 shows the breakdown of these international students.

Table 33
International Students or Foreign National Students Frequency Table for 2004 and 2006

Year	<i>f</i>	%
2004	78	10.0
2006	62	8.4
Total	140	9.2

Note: 2004 *N*=787; 2006 *N*=739

This table shows that the amount of international students or students identifying themselves as foreign nationals was larger in 2004 (10.0%) than in 2006 (8.4%) and that the overall number of international students in the study was 9.2% of the total students surveyed.

Table 34
Ethnicity Across Benchmarks (N=1584)

Benchmarks	<i>N</i>	<i>M</i>	<i>SD</i>
Benchmark One			
Black/African American (4)	384	2.17	0.49
White/Non-Hispanic (5)	819	2.06	0.47
Hispanic/Latino/Spanish (6)	187	2.09	0.50
Other (1,2,3,7)	116	2.22	0.55
Benchmark Two			
Black/African American	384	2.09	0.45
White/Non-Hispanic	819	1.95	0.46
Hispanic/Latino/Spanish	187	2.04	0.62
Other	116	0.53	0.53
Benchmark Three			
Black/African American	384	2.96	0.58
White/Non-Hispanic	819	2.90	0.57
Hispanic/Latino/Spanish	187	2.94	0.48
Other	116	2.78	0.57
Benchmark Four			
Black/African American	384	2.26	0.61
White/Non-Hispanic	819	2.09	0.52
Hispanic/Latino/Spanish	187	2.10	0.55
Other	116	2.18	0.64
Benchmark Five			
Black/African American	384	2.23	0.65
White/Non-Hispanic	819	2.08	0.58
Hispanic/Latino/Spanish	187	2.16	0.58
Other	116	1.86	0.66

Note: $M=2.26$; $SD=0.54$

Table 35 illustrates the respondents according to enrollment status and the benchmarks. Enrollment status is defined as full-time or part-time. Carrying a course load of 12 hours is considered full-time. Anything less than 12 credit hours is considered part-time. Figures from the survey indicated that the total numbers of students over the two-year survey period involved more full-time status students (83.2%) than part-time students (16.8%).

Table 35
Benchmarks Versus Enrollment Status (N=1584)

Benchmarks	<i>N</i>	<i>M</i>	<i>SD</i>
Benchmark One			
Part-Time	266	1.91	0.49
Full-Time	1305	2.14	0.48
Benchmark Two			
Part-Time	266	1.87	0.50
Full-Time	1305	2.05	0.48
Benchmark Three			
Part-Time	266	2.75	0.58
Full-Time	1304	2.95	0.55
Benchmark Four			
Part-Time	266	1.99	0.54
Full-Time	1304	2.17	0.56
Benchmark Five			
Part-Time	265	1.94	0.62
Full-Time	1303	2.17	0.63

Note: $M=2.26$; $SD=0.54$

This shows that the average mean scores for full-time students are higher for each of the five benchmarks. The initial indication for this higher summative mean score for the full-time student across the five benchmarks can be that more first-time, full-time students were included in the survey sampling.

Objective Seven

Objective seven describes the faculty-centered student advisement program implemented at Navarro College in the fall 2003 semester as a means to improve teaching, learning, and retention. Navarro College implemented the program in the fall of 2003 with three broad, comprehensive goals that include:

1. “To enhance the first year college experience of Navarro College students in order to promote student success and student learning;
2. To implement a faculty-centered student advisement program to assist students in the completion of their academic/career goals; and
3. To promote contact between students and college professionals, particularly faculty” (*Navarro College Quality Enhancement Program*, 2006, p. 15).

The implementation of this advisement program is being conducted in five stages over seven years. The advisement program focuses on the first-time, full-time students at the beginning of implementing the program and moves into adding other full-time students and part-time students through the five-stage process. Figure 2 shows the implementation process of the advisement program at Navarro College.

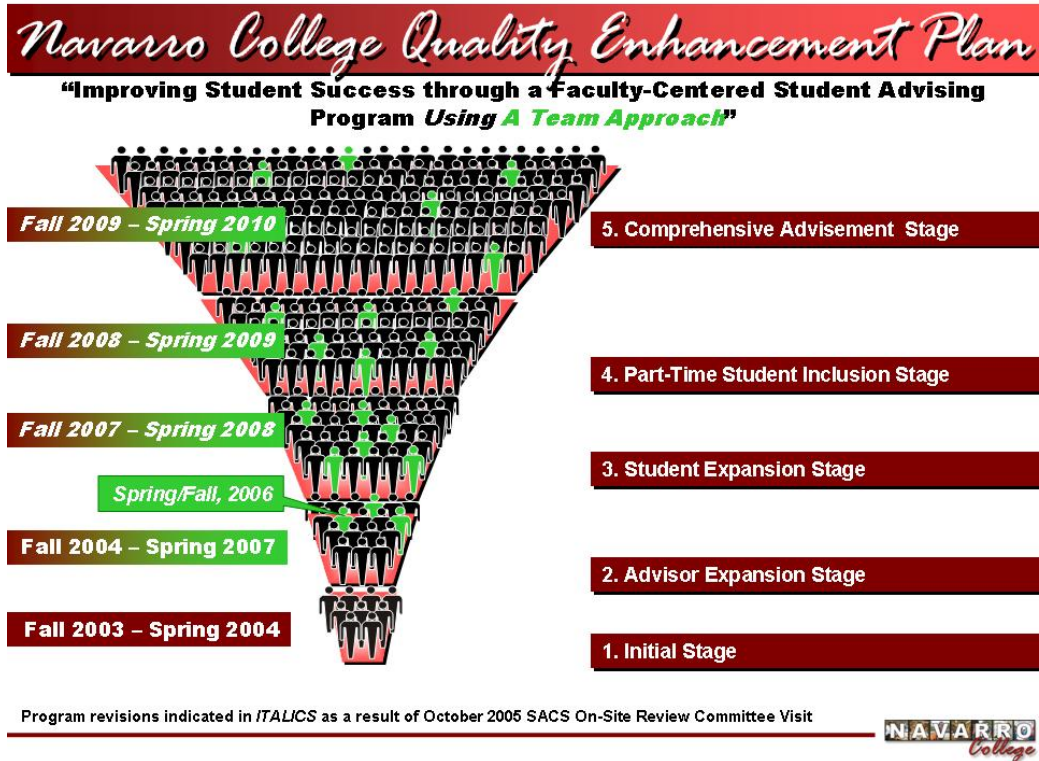


Figure 2. Implementation Stages of Navarro College Faculty-Centered Student Advisement Program (Provided by Dewayne Gragg, Dean of Enrollment Management)

This shows the commitment to the advisement program by the college's administration and shows that the implementation process is well underway, with stages one and two implemented and completed successfully and plans for stage three in the process to be implemented in fall 2008.

According to the college's QEP, the intended outcome of the faculty-centered student advisement program is a partnership between student and faculty, and by achieving this, the college expects to experience with and for the Navarro College students the following: improved grade point averages, higher persistence rates, and increased graduation and completion rates.

Benchmarks one, two and three (active/collaborative learning, student effort, and academic challenge) corresponded to the overall goal of the first step of the QEP, which includes the faculty-centered student advisement program at Navarro College to promote student success and student learning. The summative mean scores for these three benchmarks reflected that Navarro College scored higher overall on benchmark one ($M=2.10$) and benchmark three ($M=2.91$) than the summative score from the 2006 cohort data, which is serving as a national standard for this data. With benchmark two ($M=2.04$), the Navarro College score was lower than the reported score for the cohort ($M=2.12$). This is seen in Table 36.

Table 36
Comparative Summative Mean Scores for Benchmarks One, Two, and Three for Navarro College and the Cohort

Benchmarks	NC	Cohort
Benchmark One Active/Collaborative Learning	2.10	2.07
Benchmark Two Student Effort	2.04	2.12
Benchmark Three Academic Challenge	2.91	2.69

Note: $SD=0.51$

In addition, survey questions that corresponded to the second goal of the advisement program, to assist students in the completion of their academic/career goals, were included as the ones that correspond to benchmark five, support for learners. The summative mean scores are shown in Table 37.

Table 37
Comparative Summative Mean Scores for Benchmark Five Support for Learners for Navarro College and the Cohort

Benchmark	NC	Cohort
Benchmark Five Support for Learners	2.13	2.09

Note: $SD=0.61$

This shows that Navarro College's summative mean score for all of benchmark five, support for learners ($M=2.13$) exceeded the summative mean score for the CCSSE cohort from 2006 ($M=2.09$), which is the combined score of the colleges participating in the survey for 2004 and 2006. Here again, Navarro College was fulfilling its promise to its students as relayed in the QEP when stated that the college wants to assist students in the completion of the academic/career goals.

The final component or goal of the faculty-centered student advisement program at Navarro College is concerned with promoting contact between students and college professionals, particularly with faculty members. This component of the advisement program corresponded most closely with benchmark four, student-faculty interaction. As revealed in the previous discussion of benchmark four, the interaction between students and faculty at Navarro College was positive. The students responded through the survey that they felt that members of the Navarro College staff were willing to help them with questions. In the summative mean scores for Navarro College ($M=2.14$) and the cohort ($M=2.08$), Navarro College again exceeded the national standard. This is shown in Table 38.

Table 38

Comparative Summative Mean Scores for Benchmark Four Student-Faculty Interaction for Navarro College and the Cohort

Benchmark	NC	Cohort
Benchmark Four Student-Faculty Interaction	2.14	2.08

Note: $SD=0.56$

Objective Eight

This objective describes the impacts of the faculty-centered student advisement program at Navarro College on student teaching, learning, and retention. The primary objective of the faculty-centered student advisement program is to create the staying power of the students in order to succeed through personal successes, professional successes, and academic successes. This was measured in the amount of students returning from Fall to Spring and from Fall to Fall. Figure 3 shows the first-time, full-time fall semester completers with the implementation of the advisement program, and at the time of writing this record of study, the data for 2006 had not yet been available for comparison.

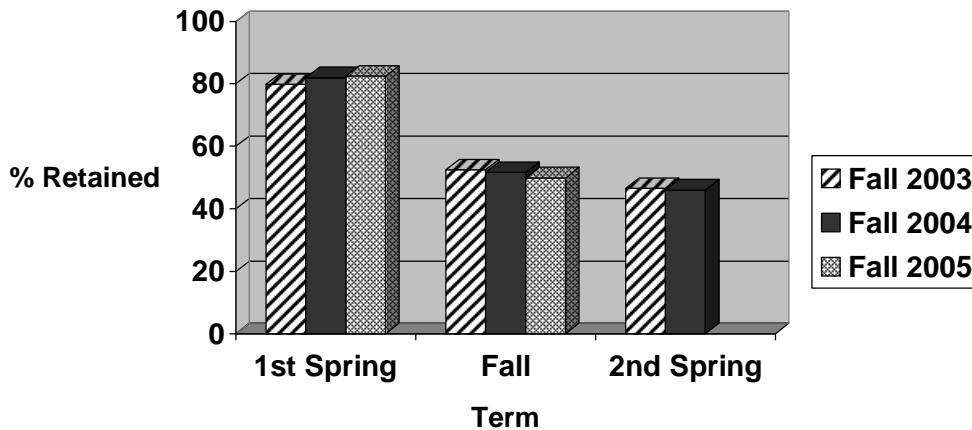


Figure 3. First-Time, Full-Time Students Returning First Spring and then Fall and the following Spring

This is indicative of the national trend as relayed in Chapter II, and this bar chart shows that Navarro College is ahead in the statistics in returning students for the following fall semester hitting above the fifty percent mark (Fall 2004 51.7%).

In addition to recognizing the amount of students who complete the fall semesters, it is equally important to note the amount of students who return the following spring semester. Table 39 shows the breakdown of returning students by year according to ethnicity. Please note that the “other” category includes for Navarro College: Asian, Native American or Other, and International Student or Foreign National.

Table 39

First-Time, Full-Time Students Returning in Spring Semester According to Ethnicity

Ethnicity	2003	2004	2005
White/non-Hispanic	80.0%	82.7%	81.2%
Hispanic/Latino/Spanish	84.9%	87.0%	90.0%
Black or African American	79.5%	79.4%	83.0%
Other	70.0%	79.4%	76.0%

This shows that the implementation of the faculty-centered student advisement program has created an increase in the percentages of students who persist and return to Navarro College from fall semester to the following fall semester for each year from 2003 to 2005, with an increase seen in each of the ethnic groups listed. This is further shown in Figure 4.

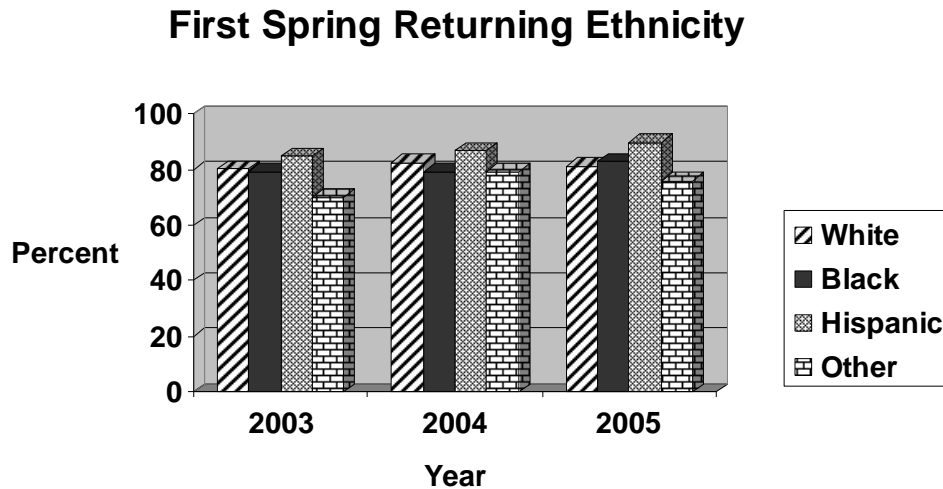


Figure 4. First-Time, Full-Time Students Persistence According to Ethnicity

According to this figure, the ethnic group showing the most gain is the Hispanic group with an annual increase in the percentage of first-time, full-time

Hispanic students returning the first spring of their enrollments from 2002 (78.5%) to 2003 (84.9%) to 2004 (87.0%) to 2005 (90.0%). Likewise, overall enrollment for each ethnic group listed was higher from 2003 to 2005. This is a great stride in the overall retention objectives of the college and for the students.

In addition, these numbers can be broken into age categories. Table 40 shows the return of students to the spring semester at Navarro College for the same years.

Table 40
First-Time, Full-Time Students Returning in Spring Semester According to Age

Age	2003	2004	2005
22 and Under	79.4%	81.5%	82.6%
23-29	79.1%	89.8%	80.0%
30-39	87.8%	81.5%	90.3%
40 and Over	92.3%	90.0%	77.7%

This shows that between 2003 and 2004, with the initial implementation of the faculty-centered student advisement program, two of the four age groups experienced an increase in returning students, with only a slight decrease in the forty and over ages. The table also shows that the most affected age group, with regards to returning students, is the 22 and under group, from 79.4% to 82.6%. Since the advisement program focuses on first-time, full-time at the beginning of implementation, it is worth noting that the majority of first-time, full-time students fall within the ages of 18-22. Even so, the next age 23-29 also showed an increase in 2004, but a decline in 2005 where the 30-39 age group does the

opposite, with a decrease in 2004 and an increase in 2005. Figure 5 shows this, also.

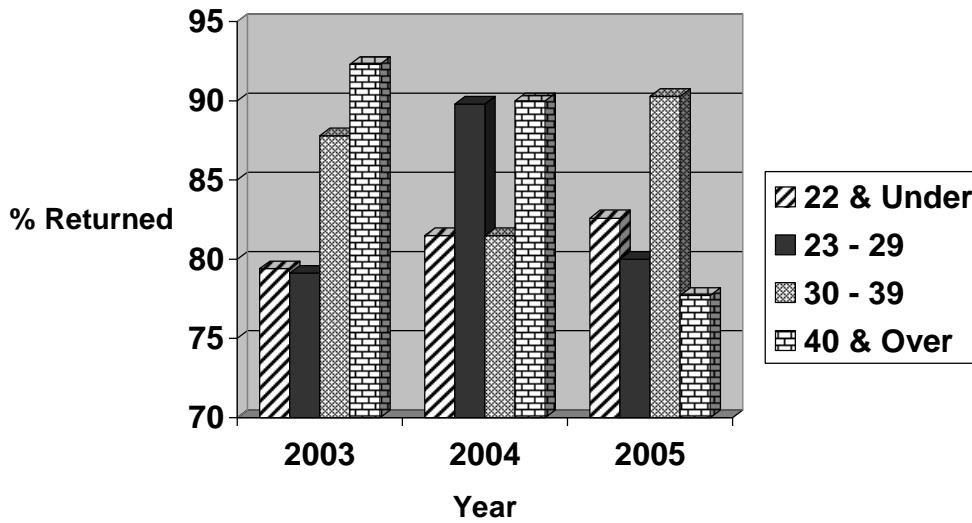


Figure 5. First-Time, Full-Time Students Returning in Spring Semester According to Age

In addition to persistence, student grade point average (GPA) can be an indicator of student success. For the first group of students to persist from the first fall (2003) to spring (2004), Figure 6 shows the percentage increase in GPA for the student returning that first spring semester.

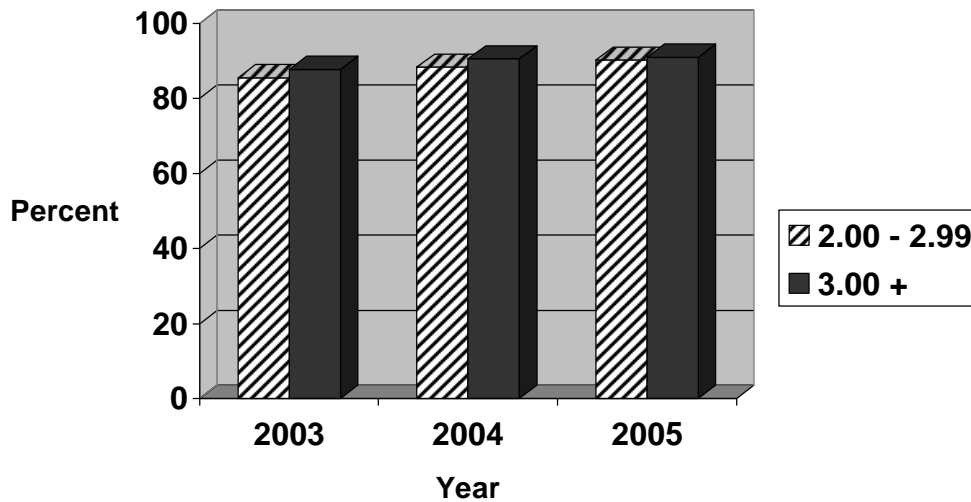


Figure 6. Fall to Spring Persistence First Fall GPA Comparison

This is also seen in Table 41.

Table 41
Fall to Spring Persistence First Fall GPA Comparison

Academic Year	2004	2005	2006
GPA 2.00-2.99	85.5%	88.3%	90.2%
GAP 3.00-Up	87.7%	90.5%	91.0%

This shows that students are persisting at a higher rate, and they are persisting with more rigor and success. The implementation of the faculty-centered student advisement program was working to keep students on track with their respective educational goals, and, in some cases, helping these students make better grades.

One area in which to measure student and institutional success is with enrollment across the three campuses, as Figure 7 shows the fall to spring campus enrollment impact.

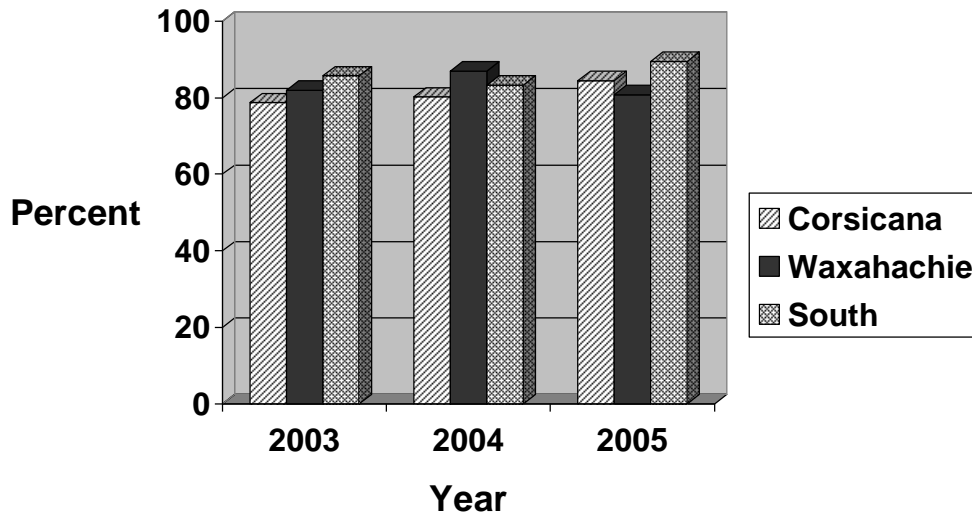


Figure 7. Returning First-Time, Full-Time Fall Students to the first Spring Semester Enrollment According to Navarro College Campus

This shows that, with the implementation of the faculty-centered student advisement program, the combined effect has been positive, with the slight decrease in the Waxahachie campus' numbers being reflected in the Spring that a fourth campus was opened in Midlothian.

Another positive area in which to measure student success is through the percentage of students graduating. Figure 8 shows the graduation rate for Navarro College for the spring semester preceding the implementation of the faculty-centered student advisement program, the year it was implemented, one

year after the program was implemented, and two years after the program was implemented.

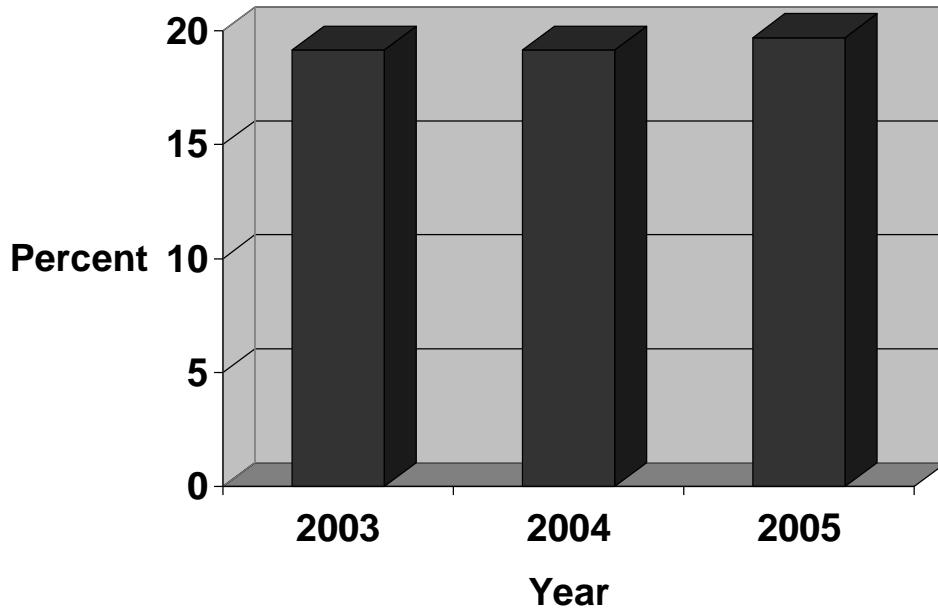


Figure 8. Graduation Rates at Navarro College after Implementing the Faculty-Centered Student Advisement Program

This shows that, after the implementation of the faculty-centered student advisement program, graduation rates increased. This is also reflected in Table 42. Even so, the above figure does not indicate the number of students who successfully completed their desired courses for transfer or certificate purposes. This is an area in which some type of consideration can be taken.

Table 42

Graduation Rates at Navarro College after Implementing the Faculty-Centered Student Advisement Program

Navarro College	Spring 2003	Spring 2004	Spring 2005
Graduation Rate	19.16%	19.17%	19.71%

This shows an increase in the graduation rate for Navarro College students after implementing the faculty-centered student advisement program, and with over 6000 students enrolled across the campuses, this calculated to 1183 students graduating each spring. Thus, the 0.54% increase from Spring 2004 to Spring 2005 breaks into 32 more students graduating after the advisement program was implemented after two years of advising, and the program implemented at approximately 40% of its planned expansion at this point. The implementation process is seen in Figure 2.

With the evident increases since the implementation of the faculty-centered student advisement program in student persistence from fall to fall for the semester/years covered, in increased GPAs reported each semester, and in the increased graduation rate for the past three springs, it is with confidence that this information is reported and that the juxtaposition of this data to the creation and implementation of the advisement program is made. Faculty members are increasingly contacting students and students are eagerly seeking their faculty advisors as the college moves through the fourth year of having and maintaining advisees. This has turned into a win-win situation as more and more students

are interacting with more and more faculty members and other college professional staff, and these two entities are reaping these retention benefits.

Overall, the benefits of the faculty-centered student advisement program at Navarro College are present in numbers and percentages, but even more so in the students who continue to enroll, to persist, and to succeed. This is seen through an increase over the past three years (2003, 2004 and 2005) in first-time fall semester completions, in first-time returning spring term students, in fall-to-fall retention rates, in GPAs, and in graduation rates as evident in the tables and figures presented.

CHAPTER V

FINDINGS/CONCLUSIONS/IMPLICATIONS

This study has been conducted to determine if the intervention of a faculty-centered student advisement program has been successful in the retention or persistence of students at a small community college in central Texas. The objectives of the study, the summary of methodology, the summary of key findings/conclusions for each objective, additional implications and recommendations, and recommendations for further studies are presented in this chapter.

Objectives of the Study

The purpose of this study was to determine if a faculty-centered student advisement program implemented at a rural community college affects student retention in a positive manner. The specific objectives of the study were to:

1. Describe participants' perceptions of active and collaborative learning during 2004 and 2006.
2. Describe participants' perceptions of student effort during 2004 and 2006.
3. Describe participants' perceptions of academic challenge during 2004 and 2006.
4. Describe participants' perceptions of student-faculty interaction during 2004 and 2006.

5. Describe participants' perceptions of support for learners during 2004 and 2006.
6. Examine participant perceptions of active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners and personal characteristics and any relationships between 2004 and 2006.
7. Describe the faculty-centered student advisement program implemented at Navarro College as a means to improve teaching, learning, and retention.
8. Describe the faculty-centered student advisement program inferred impacts on student teaching, learning, and retention.

Summary of Methodology

The Community College Survey of Student Engagement (CCSSE) is a project housed within The Community College Leadership Program at The University of Texas in Austin. Data was collected in 2004 and 2006 on five benchmark areas: active and collaborative learning, student effort, academic challenge, student faculty interaction, and support for learners, based on teaching, learning and retention in community colleges. The instrument was administered to students in classes using stratified random sampling from all three operating campuses within Navarro College by faculty. CCSSE personnel

used the random stratified sampling, which accounted for gender, race/ethnicity, age and enrollment status, which form the independent variables of the study.

The CCSSE survey was administered during two separate spring semester (2004 and 2006) over a five day period and took approximately thirty minutes to complete. The surveys were returned to the office of enrollment management and then forwarded to The Community College Leadership Program for tabulation and comparison. The results from the survey can be used to assist the college in identifying where it is and what further action may be helpful in the continued work to support and strengthen teaching and learning.

As reported by CCSSE, the survey instrument and the constructs derived from the survey are reliable because of three phases of model development, which demonstrated validity with student's respective grade point average (GPA). The reliability was further tested in the second phase when measurement of invariance across the groups was assessed. Likewise, validity was assessed during the third phase by showing any relationship between the GPA and latent constructs (Martí, 2004). The reported results show that the survey is appropriate for use across a variety of populations.

Summary of Key Findings/Conclusions/Implications for Each Objective

In looking at each of the eight objectives, summaries of each objective are given in this portion of this chapter, including key findings, key conclusions/implications, and recommendations for each of the objectives. One of the most observable components in the data for these five important

benchmarks of this study and of the CCSSE student engagement survey is the fact the Navarro College falls below the average means of other colleges within its same size very few times. In fact, in only two instances does Navarro College receive a below the mean ranking from CCSSE in the 2006 data collection, in which the college falls below the consortium average mean with regards to all students' combined data. It is in those two areas that the college can focus in order to enhance student retention through those benchmarks.

These areas are addressed in the following findings.

Objective One: Key Findings

Objective one describes the participants' perceptions of the first benchmark of the survey, which is active/collaborative learning. As defined earlier, active and collaborative learning is being actively engaged in individual learning. According to CCSSE, students' learning is enhanced through simulated experiences within the classroom. In addition, collaborative learning can and should involve working with others to solve problems. Students can learn and develop valuable skills that can enhance in preparing them for situations they may encounter once in the workplace. One finding with this objective is that Navarro College's summative mean ($M=2.04$) is consistent with the national level of the cohort of colleges that are similar in size.

Objective One: Conclusions/Implications

The conclusions with this objective reveal that Navarro College averages over fifty percent (59.8%) with the questions that pertain to having class discussions and participating in studies for classes. This has positive implications in that the more the faculty can involve students in discussion and activities both inside and outside the classroom that pertains to classroom discussions and readings, the better chance that the student will feel more connected to the class, to his classmates, to the faculty member and to the institution.

Objective One: Recommendations

It is recommended to create faculty training sessions to encourage and to exemplify ways in which learning can be simulated. Simulated exercises can enhance learning, and one of the benefits of learning is retention.

Objective Two: Key Findings

Objective two describes student perception with regards to student effort at Navarro College. Student effort, as defined previously, pertains to the behavior of the student himself as the behavior contributes to or diminishes from the student's learning. Some items that reflect student effort include: the time spent on a task; the setting where one works on a task; and the preparedness for the task.

One finding, with regards to benchmark two and objective two, is with the reliability of the dependent variables. The Cronbach's alpha coefficient for

benchmark two student effort is low ($r=0.52$), as revealed in Table 1, and this can have implications that may need to be addressed through the survey itself.

Objective Two: Conclusions/Implications

Some of the conclusions for this objective revealed that three-quarters of the students participating in the survey reported spending less than ten hours each week outside of class preparing for class. The implications for this outside-of-class preparation can show that we have students who may need to study more. In addition, over one half of the students surveyed reported that they utilize some type of tutorial laboratory offered on campus, such as the writing lab, the math lab, or the computer labs. This implies that the Navarro College students responding to the survey are actively involved in their learning by frequenting the labs provided by the college.

The conclusion that the Cronbach's alpha coefficient is low ($r=0.52$) for benchmark two student effort can have implications that CCSSE may need to examine the questions that pertain to this benchmark on the survey itself.

Objective Two: Recommendations

It is recommended that faculty continue to encourage students to use the learning services provided on-campus as well as to encourage students to seek peer and professional tutoring when necessary.

Objective Three: Key Findings

Academic challenge was the third benchmark studied. Creativity and intellectual growth are important components to what is considered academic challenge. Students were asked about their perceptions of academic challenge at

Navarro College with questions on the survey regarding expectations, theory, experience, judgment, values, textbooks, and writing. The primary findings in this objective reveal that one hundred percent of Navarro College students reported on the survey that they felt academically challenged, from “very little” to “very much.” The combined average mean shows that over half of the students (54.8%) surveyed reported that they were challenged academically from “quite a bit” to “very much” levels.

Objective Three: Conclusions/Implications

In benchmark three, academic challenge, which corresponds with questions for objective three, it is important to note that the college falls short in maintaining the same statistical level for one question in this area from 2004 to 2006. The implications for this means that the college could look at this area, which is referring to the ability of the student to use information read or studied to perform a new skill, and determine if classroom simulations could be incorporated. Even so, the implications for the college with regards to benchmark three are positive in that faculty members are working to create challenges in the classroom and students are working to meet those challenges.

Objective Three: Recommendations

Following that the implications for the college falls short in one area of this benchmark, some type of simulation training to encourage faculty to implement them into classroom teaching strategies could be included in the convocation sessions for either fall or spring terms. However, the same results indicate that Navarro College average means for the survey items in this

benchmark fall above the consortium and cohort or national average on nine of the ten questions on the survey. It is recommended that the faculty be made aware of both of these areas and the type of analytical and synthesizing-type questions the survey is asking students and work to determine what additions to or changes with their teaching curricula they can use. It is important to let the faculty know when they are achieving and exceeding the mark, as well as the areas that need improvement.

Objective Four: Key Findings

Student-faculty interaction is the fourth benchmark discussed from this study, and it entails the actual contact made between students and their teachers. It is revealed through Tinto (1975, 1993) and others that, the more contact made between students and faculty members, the more likely the students are to persist and to learn more effectively. In addition, students' personal interaction with faculty further strengthens the students' connectedness to the institution thus creating a stronger bond between the student and the institution. This is not limited to classroom connections; it can also include working on a committee with faculty members. Contact between students and faculty can also include sending/receiving electronic mail, discussing grades and talking about career plans. From 2004 to 2006, little statistical significant increase exists within this objective.

Objective Four: Conclusions/Implications

Student-faculty interaction is an important aspect for effective faculty advising, and through the survey instrument, it is relevant that Navarro College

faculty interact with their students. Findings that relate to objective four include that Navarro College works with communicating with students at over the thirty percentile for all of these questions. In addition, in half of the survey items pertaining to this objective, the results show that Navarro College showed a nominal increase in average mean scores from 2004 to 2006.

The implication for this benchmark and the faculty members is that the measures being implemented by faculty members to connect with students is working and they are encouraged to continue working to include interaction, both inside and outside the classroom. This encouragement shown to the students is welcomed because it can work to improve the overall perception of the faculty-centered student advisement program.

Objective Four: Recommendations

It is recommended that faculty meet in focus-group settings within divisions and departments to generate dialogue regarding issues of concerns and areas of success in order to share information. This information can, in turn, be shared across the campuses to improve student-faculty contact and interaction by sharing ideas that have and have not worked.

Objective Five: Key Findings

The fifth and final benchmark in this study deals with support for learners. The concept behind this benchmark is that the more support that the students feel from the college, from academic and career planning to non-academic responsibilities, the more committed the student is to his own success. Seven survey items corresponded to this benchmark. The overall finding for

this objective reveals that students do feel or the perception by students seems to be that Navarro College faculty, staff and administrators are concerned with their individual success. This is important in making the student want to continue, to continue and to succeed with their education and beyond.

Objective Five: Conclusions/Implications

One finding in this objective shows that Navarro College meets and exceeds student expectations (65.4%) by providing support to its students. The findings in this area lean toward Navarro College providing above adequate information on financial services; however, the college fell short in comparison across the consortium and cohort with one question. This was the first question on the survey pertaining to this benchmark. It pertains to providing support needed by the student to succeed at this college. This is one of six questions on the survey that dealt with benchmark five support for learners. The Navarro College score ($M=2.73$) is significantly lower than the Consortium score ($M=2.95$) and the Cohort score ($M=2.91$). On the opposite side of this below-the-mean score, Navarro College scored above the average mean, also. For the frequency question about students using skill labs (writing, math, etc.), Navarro College ($M=1.94$) scored well above the average mean of the Consortium ($M=1.82$) and the cohort ($M=1.71$).

The implication of this objective is for the college to try and provide more information about the advising program and about the counseling center that is available to all the students. This information being more readily available to the students could raise the perception of support and assistance

with regards to helping students succeed with the collegiate careers at Navarro College.

Objective Five: Recommendations

For the most part, this type of standardized reporting is an easy manner in which to assess an individual institution's performance level as compared to colleges of similar sizes, and in this case, to itself, as well, from one year to another. It is recommended to look at the areas in which the college falls short, such as with the two questions, one of which is in benchmark five support for learners, and see how best to help students simulate materials learned into their everyday lives and see how to assist students with finding the information on campus about surviving and succeeding at campus. It is also recommended to make finding and meeting with you academic advisor a mandatory part of the orientation classes. This will be feasible after the total implementation process of the faculty-centered student advisement program is complete.

Objective Six: Key Findings

Objective six examines participant perceptions of the five benchmarks, which include active/collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners, and the personal characteristics, which include age, gender, ethnicity, and enrollment status, of the survey participants for 2004 and 2006. This, in essence, is the objective that meshes the dependent variables of the benchmarks with or to the independent variables of the personal characteristics for the study.

A key finding of this objective is that Navarro College has remained at a consistent rate across the five benchmarks and the independent variables for the two years, 2004 and 2006, and across the overall scores for both years.

Another key finding of this objective, as it pertains to the five benchmarks, is that the younger aged students have responded the most strongly with first fall to first spring and with first fall to second fall persistence ratings. This finding in the data correlates to the implementation of the advisement program starting with the first-time, full-time students. The majority of first-time, full-time students tend to be the traditionally-aged student, even at the community college level.

Objective Six: Conclusions/Implications

One reason for not finding more depth of change from 2004 to 2006 is the fact that it has not been a long enough time to see much change. However, with the consistency in the findings in the data from one year to the next does show that Navarro College is maintaining its course and, in some instances, it is moving forward with regards to student retention and student success. This is a key objective of the faculty-centered student advisement program. The implication in this instance is that, with the statistics remaining very constant from 2004 to 2006, the academic advisors at Navarro College have been actively involved in advising as many students as possible over this three year period, and the college is working in the direction to help its students stay in school. The implication for the second finding is that, with the implementation process reaching one hundred percent, all the students will be assigned an

advisor and the perceptions of the students will increase with regards to the commitment of the institution to the respective educational successes because the college will have a face, the academic advisor, and hopefully, more students will continue to return each semester.

Objective Six: Recommendations

Further work within the CCSSE cohort will prove instrumental in showing the trends that the work performed by Navarro College administrators, faculty and staff over the past three years and even today is doing and creating a strong and supportive basis for faculty advisement and for student success. It is recommended that the college stay in the program and participate in the survey again in the future because will be beneficial to the college to use the data to create a strong baseline for comparison.

In addition, further work within the faculty/administrative focus group will need to be continued as advisors work together and across the disciplines of the college to provide this service to the students. And, as this group continues to share ideas, trainings for all faculty and staff members involved in the advising of students can be developed and shared.

In addition, it is recommended that Navarro College continue in the CCSSE cohort and review another round of the student satisfaction survey now that a steady baseline has been developed. This can continue to serve as a guideline for creating and maintaining student services through successful and efficient advising. Also, CCSSE has initiated the survey questions regarding academic advising in 2006. These can be reviewed and studied, with the

possibility of this being seen more in the survey, and this can help with determining how and in what direction the advisement program can grow.

Objective Seven: Key Findings

Objective seven describes the faculty-centered student advisement program at Navarro College on student teaching, learning, and retention. The primary objective of the faculty-centered student advisement program is to create the staying power of the students in order to succeed, through personal successes, professional successes, and academic successes.

Objective Seven: Conclusions/Implications

One way in which this is measured is in the amount of students returning from fall to spring and the first-time, full-time fall semester completers with the implementation of the advisement program. At the time of writing this record of study, the Navarro College data for 2006, including fall semester completion and graduation rates, were not available for comparison. Even so, the implications for this objective and the advisement program are relevant because this objective is concerned with enhancing the first year college experience. With the findings revealed more effectively through objective eight, the faculty-centered student advisement program is a necessary means to achieve student and institutional success. The implications for the college, as revealed through the increase in graduation rates over the past three springs as well as the rise in student GPAs, are positive for enrollment management and retention.

Objective Seven: Recommendations

It is recommended, through this objective, to continue to promote contact between students and college professionals, especially faculty, in order to promote positive connections and to enhance retention.

Objective Eight: Key Findings

Objective eight describes the faculty-centered student advisement program implemented at Navarro College as a means to improve teaching, learning, and retention and any relationships between 2004 and 2006 in statistical findings and with personal characteristics. Inferring information is related to the mission of the faculty-centered student advisement program, thus this objective is interconnected and correlated closely to Objective seven.

The primary finding of this objective and for the faculty-centered student advisement program overall is the increase seen in several key areas that affect student collegiate/academic life and respective student success. One such area is the amount of student increase with the fall full-time students returning the first spring. This increase is seen beginning in 2003 with 79.5% return rate; this is up from 2002 with 76.7% returning. Then, again in 2004, it is evident with a jump to 81.3% and again in 2005 with a jump to 82.3%. From the inception of the advisement program in the fall of 2003, the returning student from first fall to first spring is 2.8%; this correlates to 168 students being positively affected by this program. This number also indicates an increase in student retention and student success.

Another area in which is this seen is in the persistence rate of first fall to second fall. From Fall 2003 to Fall 2004, Navarro College has seen an increase in first-time, full-time student retention at the end of the first fall semester to returning the following spring semester from 79.8% in 2003 to 82.0% in 2004. Likewise, from Fall 2005 to Spring 2006, the retention rate rose again to 82.6% returning from their first fall semester at Navarro College.

In addition to retention rates, student success is seen and measured in personal achievement also. One such measurement is GPA. First-time full-time student ending fall GPA have increase each fall from an average mean GPA of 2.67 in Fall 2004 to 2.83 in Fall 2005; the median average GPA also increase from 2.77 in 2004 to 3.00 in 2006.

One last key finding with this objective is the graduation rates of Navarro College. For the past three spring semesters, the graduation rate has increased from 2003 (19.16%) to 2004 (19.17%) to 2005 (19.71%). This improved graduation rate, too, is a steady increase that can be tabulated as the advisement program is continuing to be implemented.

Objective Eight: Conclusions/Implications

These findings for Objective eight indicate that the faculty advisement program is making a difference because the implementation process began with first-time, full-time students, and at this point of the process (Spring 2006), the advisement program has only been implemented at 40%. This shows that, as the implementation process grows over the next three years and all the students

at Navarro College are incorporated into the advisement program and everyone has an advisor, these numbers and percentages of returning students will grow.

The implications of this objective are significant to the students and to the college itself. Individual successes lead to institutional success, and with these combined successes, Navarro College is working to create an advisor friendly environment for its students. The increase in the graduation rate is one way in which the community college can help the student transition to university life; the student can feel confident to search and find an advisor or mentor to help him adjust and succeed in his new environment.

Objective Eight: Recommendations

As the implementation process of the faculty-centered student advisement program continues, the retention rates within specific areas or groups can also be monitored. For example, student athletes, resident life students, students completing orientation classes, just to name a few. In addition, as the advisement program works to incorporate all students, both full- and part-time, further monitoring is recommended because at the time of this study, approximately 40% of the students had been added into the advisement program, and student perception is a viable thing and can change as the program grows and evolves.

Additional Implications and Recommendations

With indications relevant in the survey data coupled with the increases in overall student persistence, as seen through returning students, GPA increases, and graduation rates at Navarro College, positive advances are seen

through the data, it is recommended that Navarro College continue in the consortium and the cohort until the completion of the implementation process of the faculty-centered student advisement program so that a closer review of the data can continue with the CCSSE survey administered in the Spring 2008 and again in 2010. The implications that college readiness for retention based on student's first year GPA, as supported by the American College Testing Program, is supported through the data collected to support Objectives seven and eight in this study. With the improved first year GPAs, Navarro College is retaining students and working to encourage them toward their personal goals. This data can give the most comprehensive look at the effects of the advisement program by creating, maintaining, and monitoring the students against this comprehensive set of benchmarks and a strong baseline of data from these two survey administrations to use as comparison.

I strongly recommend that Navarro College continue in the CCSSE cohort and continue with another round of the survey in 2008 to have a comparison year as well as to look further at the additional questions that were created with consortium input in 2006 and future opportunities to have input with questions and survey data pertaining the academic advising.

Recommendations for Further Studies

In addition to continuing in the CCSSE program until the completion of the implementation process of the Navarro College faculty-centered student advisement program, which is scheduled for 2010, further studies with the supplemental questions that have been submitted to CCSSE by Navarro College

and other consortium member colleges and were incorporated into an addendum survey component in 2006 and planned for the 2008 survey could benefit Navarro College. These questions were more specific to student advising and could be beneficial in further meeting the needs of students at this rural, community college. In addition, these questions could also ask students if they were success in completing the desired course for a certificate or for transfer purposes since some students attending community colleges are not there for degree completion.

Further consideration into the implications beyond the community college can be studied, also. For instance, a long-range study could include follow-up with students who attended Navarro College and who participated in this survey to see if they were successful at inquiring and finding an academic advisor at their universities and further down the line with their employment. Or, this type of study can be replicated within a college at the university level, considering the size comparisons between this community college and an academic college at a university. The implications for retention within academic colleges can be connected to student involvement, including peer interactions, classroom environment, and physical environment (Fleming, Howard, Perkins, & Pesta, 2005). Then, in conclusion, the lifelong learning implications of planning for the future are indelibly marked onto our students, and we can assist them beyond the few semesters or years we actually see or teach them on a regular basis by providing a refuge called advising.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD-HUMAN SUBJECTS IN

RESEARCH APPROVAL LETTER

TEXAS A&M UNIVERSITY
VICE PRESIDENT FOR RESEARCH - OFFICE OF RESEARCH COMPLIANCE

1186 TAMU
College Station, TX 77843-1186
1500 Research Parkway, Suite B-150

979.458.1467
FAX 979.862.3176
<http://researchcompliance.tamu.edu>

Institutional Biosafety Committee Institutional Animal Care and Use Committee Institutional Review Board

DATE: 13-Oct-2006

MEMORANDUM

TO: KANTOR, ANNA S
TAMU-AGRICULTURAL EDUCATION(00006)

FROM: Office of Research Compliance
Institutional Review Board

SUBJECT: Initial Review

**Protocol
Number:** 2006-0565

Title: Factors Affecting Student Retention within a Faculty-Centered Student
Advising Program at a Rural Community College

**Review
Category:** Exempt from IRB Review

The Institutional Review Board (IRB) has determined that the referenced protocol application meets the criteria for exemption and no further review is required. However, any amendment or modification to the protocol must be reported to the IRB and reviewed before being implemented to ensure the protocol still meets the criteria for exemption.

This determination was based on the following Code of Federal Regulations:
(<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm>)

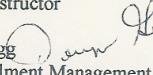
45 CFR 46.101(b)(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

APPENDIX B
PERMISSION LETTER FROM NAVARRO COLLEGE
TO USE CCSSE DATA



3200 West 7th Avenue
Corsicana, Texas 75110
(903) 874-6501
FAX: (903) 874-4636

TO: Anna S. Kantor
Humanities Instructor

FROM: Dewayne Gragg 
Dean of Enrollment Management

DATE: August 21, 2006

SUBJECT: Information for Record of Study

I am writing this letter to grant you permission to utilize information from a recently administered student satisfaction inventory for your record of study at Texas A&M University and for subsequent publications as you work toward your doctorate under the auspices of Dr. James Lindner at Texas A&M University and Dr. Chad Davis at Texas Tech University.

We collected this information during the Spring of 2006 for the purpose of measuring student satisfaction in many areas across the campus but in particular their satisfaction with the student advising program. This nationally recognized student satisfaction inventory was administered to a sampling of students enrolled in classes at Navarro College, and no identifying marks that could identify the participating students were made on the surveys.

I look forward to your findings, and I wish you well in this endeavor. Please contact me for additional information.

Navarro College South
901 N. Martin Luther King, Jr. Blvd.
Mexia, TX 76667
(254) 562-3848 FAX: (254) 562-6613

Ellis County Center
1900 John Arden Dr.
Waxahachie, TX 75165
(972) 937-7612 FAX: (972) 937-8763

Navarro College Is An Equal Opportunity Affirmative Action Employer

APPENDIX C
THE COMMUNITY COLLEGE SURVEY OF
STUDENT ITEM USE AGREEMENT



Item Use Agreement

The Community College Student Report

The Community College Survey of Student Engagement's (CCSSE) survey instrument, *The Community College Student Report*, is copyrighted. Any use of items from *The Community College Student Report* is prohibited without written permission from CCSSE. Any individual or organization that wishes to borrow one or more survey items from the instrument must have written permission from CCSSE and submit the details on how the items will be used.

At a minimum, the applicant for item use should submit:

1. List of the specific item(s) to be used;
Raw Data from 2004 and 2006 for Navarro College CCSSE survey only
2. Statement of the objective of the applicant's survey or study;

The purpose of this study is to examine factors that work to determine if a faculty-centered student advisement program, which has been implemented at a rural community college, affects student retention in a positive manner. The Community College Survey of Student Engagement (CCSSE) was incorporated into the study, and data collected by this group in aggregate form provided the basis for the study. The study is a comparative study of quantitative and qualitative parameters looked at five benchmarks of active and collaborative learning, student effort, academic challenge, student faculty interaction, and support for learners based on teaching, learning and retention in community colleges with regards to personal characteristics of age, gender, ethnicity, and enrollment status. Analysis of variance provided information between the benchmarks and personal characteristics and the quality of advising, and correlations were run using the various benchmarks and personal characteristics in order to determine any connections between the benchmarks themselves and quality of advising. In addition, the Quality Enhancement Plan (QEP), created by this rural community college, is analyzed from 2004 to 2006 to see an inferred connection with the benchmarks and quality of advising because of the implementation of the QEP.

The purpose of this study is to determine if a faculty-centered student advisement program implemented at a rural community college affects student retention in a positive manner. The specific objectives of the study were to:

1. Describe participants' perceptions of active and collaborative learning during 2004 and 2006.
2. Describe participants' perceptions of student effort during 2004 and 2006.
3. Describe participants' perceptions of academic challenge during 2004 and 2006.
4. Describe participants' perceptions of student-faculty interaction during 2004 and 2006.
5. Describe participants' perceptions of support for learners during 2004 and 2006.

6. Examine the relationship between participants' 2004 and 2006 perceptions of active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.
7. Examine participant perceptions of active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners and personal characteristics.
8. Describe the faculty-centered student advisement program implemented at Navarro College as a means to improve teaching, learning, and retention.
9. Describe the faculty-centered student advisement program inferred impacts on student teaching, learning, and retention.

This study will use raw data for Navarro College from the 2004 and the 2006 survey administrations.

3. Description of the audience to which the survey is to be administered; N/A
4. Description of survey mode, i.e., How the survey will be administered? Paper? Interviews? N/A
5. Description of sampling methodology; N/A
6. Estimated number of survey recipients; N/A
7. Expected start and end dates for survey administration; N/A
8. If applicable: a copy of the survey instrument that incorporates the items, noting where the CCSSE items are located; N/A
9. Name, title, organization and complete contact information for the principal investigator; if the requested use is for a dissertation study, please provide the same information for the dissertation committee chairperson.

Anna S. Kantor
 Instructor, Navarro College South
 901 MLK St.
 Mexia, TX 76667
 254-562-3848
anna.kantor@navarrocollege.edu

Dr. James Lindner
 Associate Professor
 Texas A&M University
 College Station, TX 77840
j-lindner@tamu.edu

Joint Doctoral Degree from Texas A&M University and Texas Tech University
 Agricultural Leadership, Education, and Communication

Agreement:

Applicant must agree to the following conditions:

- 1) Applicant will provide to CCSSE: an electronic copy of data acquired, including frequency distributions and means on borrowed items; electronic and hard copies of the subject report or student; and the appropriate citation. The signature below also indicates permission to cite the report or study, with appropriate credit, on the CCSSE Web site.
- 2) When data on CCSSE's items are reported, applicant will include the following citation: "Items xx and xx used with permission from *The Community College Student Report*

The University of Texas at Austin
 Community College Survey of Student Engagement
 1 University Station, D5600, Austin, TX 78712-0378

[date of survey version -- e.g., 2004] Community College Survey of Student Engagement, The University of Texas at Austin."

- 3) Permission is valid for one time use only but may be renewed with written permission from CCSSE.

Anna S. Kantor

Please Print Principal Investigator's Name

ASKantor

Principal Investigator's Signature

01.08.07

Date

Please return this information to the address listed below or via e-mail them to info@ccsse.org

APPENDIX D
THE COMMUNITY COLLEGE STUDENT REPORT
SURVEY INSTRUMENT

The Community College Student Report

Instructions: It is essential that you use a No. 2 pencil to complete this survey. Mark your answers as shown in the following example: ● Correct Mark ○○○○ Incorrect Marks

1. Did you begin college at this college or elsewhere? Started here Started elsewhere
2. Thinking about this current academic term, how would you characterize your enrollment at this college? Full-time Less than full-time
3. Have you taken this survey in another class this term? Yes No

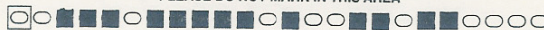
4. In your experiences at this college during the current school year, about how often have you done each of the following?

	Very often	Often	Some-times	Never
a. Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Tutored or taught other students (paid or voluntary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Participated in a community-based project as a part of a regular course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Used the Internet or instant messaging to work on an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Used e-mail to communicate with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Discussed grades or assignments with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Talked about career plans with an instructor or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Discussed ideas from your readings or classes with instructors outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Received prompt feedback (written or oral) from instructors on your performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Worked with instructors on activities other than coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Had serious conversations with students of a different race or ethnicity other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Skipped class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. During the current school year, how much has your coursework at this college emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Analyzing the basic elements of an idea, experience, or theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Synthesizing and organizing ideas, information, or experiences in new ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Making judgments about the value or soundness of information, arguments, or methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Using information you have read or heard to perform a new skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PLEASE DO NOT MARK IN THIS AREA



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6. During the current school year, about how much reading and writing have you done at this college?

	None	1 to 4	5 to 10	11 to 20	More than 20
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Number of written papers or reports of any length	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college.

Extremely challenging 7 6 5 4 3 2 1 Extremely easy

8. Which of the following have you done, are you doing, or do you plan to do while attending this college?

	I have done	I plan to do	I have not done nor plan to do
a. Internship, field experience, co-op experience, or clinical assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. English as a second language course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Developmental/remedial reading course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Developmental/remedial writing course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Developmental/remedial math course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Study skills course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Honors course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. College orientation program or course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How much does this college emphasize each of the following?

	Very much	Quite a bit	Some	Very little
a. Encouraging you to spend significant amounts of time studying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Providing the support you need to help you succeed at this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Providing the support you need to thrive socially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Providing the financial support you need to afford your education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Using computers in academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. About how many hours do you spend in a typical 7-day week doing each of the following?

	None	1 - 5	6 - 10	11 - 20	21 - 30	More than 30
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Working for pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Providing care for dependents living with you (parents, children, spouse, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Commuting to and from classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Mark the number that best represents the quality of your relationships with people at this college.
Your relationship with:

a. Other Students

Friendly, supportive, sense of belonging 7 6 5 4 3 2 1 Unfriendly, unsupportive, sense of alienation

b. Instructors

Available, helpful, sympathetic 7 6 5 4 3 2 1 Unavailable, unhelpful, unsympathetic

c. Administrative Personnel & Offices

Helpful, considerate, flexible 7 6 5 4 3 2 1 Unhelpful, inconsiderate, rigid

12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Acquiring job or work-related knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Writing clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Speaking clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Thinking critically and analytically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Solving numerical problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Using computing and information technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Working effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Learning effectively on your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Understanding yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Understanding people of other racial and ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Developing a personal code of values and ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Contributing to the welfare of your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Developing clearer career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Gaining information about career opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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PLEASE DO NOT MARK IN THIS AREA



13. This section has three parts. Please answer all three sections, indicating (1) HOW OFTEN you use the following services, (2) HOW SATISFIED you are with the services, and (3) HOW IMPORTANT the services are to you AT THIS COLLEGE.

	(1) Frequency of Use				(2) Satisfaction				(3) Importance		
	Often	Some-times	Rarely/ Never	Don't know/ N.A.	Very	Some- what	Not at all	N.A.	Very	Some- what	Not at all
a. Academic advising/planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Career counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Job placement assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Peer or other tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Skill labs (writing, math, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Financial aid advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Computer lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Student organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Transfer credit assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Services to students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. How likely is it that the following issues would cause you to withdraw from class or from this college? (Please respond to each item)

- a. Working full-time
- b. Caring for dependents
- c. Academically unprepared
- d. Lack of finances
- e. Transfer to a 4-year college or university

	Very likely	Likely	Some- what likely	Not likely
a. Working full-time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Caring for dependents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Academically unprepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Lack of finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Transfer to a 4-year college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. How supportive are your friends of your attending this college?

- Extremely
- Quite a bit
- Somewhat
- Not very

16. How supportive is your immediate family of your attending this college?

- Extremely
- Quite a bit
- Somewhat
- Not very

17. Indicate which of the following are your reasons/goals for attending this college. (Please respond to each item)

- a. Complete a certificate program
- b. Obtain an associate degree
- c. Transfer to a 4-year college or university
- d. Obtain or update job-related skills
- e. Self-improvement/personal enjoyment
- f. Change careers

	Primary goal	Secondary goal	Not a goal
a. Complete a certificate program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Obtain an associate degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Transfer to a 4-year college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Obtain or update job-related skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Self-improvement/personal enjoyment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Change careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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PLEASE DO NOT MARK IN THIS AREA



18. Indicate which of the following are sources you use to pay your tuition at this college? (*Please respond to each item*)

	Major source	Minor source	Not a source
a. My own income/savings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Parent or spouse/significant other's income/savings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Employer contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Grants and scholarships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Student loans (bank, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Public assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Since high school, which of the following types of schools have you attended other than the one you are now attending? (*Please mark all that apply*)

- Proprietary (private) school or training program
- Public vocational-technical school
- Another community or technical college
- 4-year college or university
- None

20. When do you plan to take classes at this college again?

- I will accomplish my goal(s) during this term and will not be returning
- I have no current plan to return
- Within the next 12 months
- Uncertain

21. At this college, in what range is your overall college grade average?

- A
- A- to B+
- B
- B- to C+
- C
- C- or lower
- Do not have a GPA at this school
- Pass/fail classes only

22. When do you most frequently take classes at this college? (*Mark one only*)

- Day classes (morning or afternoon)
- Evening classes
- Weekend classes

23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?

- None
- 1-14 credits
- 15-29 credits
- 30-44 credits
- 45-60 credits
- Over 60 credits

24. At what other types of institutions are you taking classes this term? (Please mark all that apply)

- None
- High school
- Vocational/technical school
- Another community or technical college
- 4-year college/university
- Other

25. How many classes are you *presently* taking at OTHER institutions?

- None
- 1 class
- 2 classes
- 3 classes
- 4 classes or more

26. Would you recommend this college to a friend or family member?

- Yes
- No

27. How would you evaluate your entire educational experience at this college?

- Excellent
- Good
- Fair
- Poor

28. Do you have children who live with you?

- Yes
- No

29. Mark your age group.

- Under 18
- 18 to 19
- 20 to 21
- 22 to 24
- 25 to 29
- 30 to 39
- 40 to 49
- 50 to 64
- 65+

30. Your sex:

- Male
- Female

31. Are you married?

- Yes
- No

32. Is English your native (first) language?

- Yes
- No

33. Are you an international student or foreign national?

- Yes No

34. What is your racial identification? (Mark only one)

- American Indian or other Native American
- Asian, Asian American or Pacific Islander
- Native Hawaiian
- Black or African American, Non-Hispanic
- White, Non-Hispanic
- Hispanic, Latino, Spanish
- Other

35. What is the highest academic credential you have earned?

- None
- High school diploma or GED
- Vocational/technical certificate
- Associate degree
- Bachelor's degree
- Master's/doctoral/professional degree

36. What is the highest level of education obtained by your:

	Father	Mother
a. Not a high school graduate	<input type="radio"/>	<input type="radio"/>
b. High school diploma or GED	<input type="radio"/>	<input type="radio"/>
c. Some college, did not complete degree	<input type="radio"/>	<input type="radio"/>
d. Associate degree	<input type="radio"/>	<input type="radio"/>
e. Bachelor's degree	<input type="radio"/>	<input type="radio"/>
f. Master's degree/1st professional	<input type="radio"/>	<input type="radio"/>
g. Doctorate degree	<input type="radio"/>	<input type="radio"/>
h. Unknown	<input type="radio"/>	<input type="radio"/>

37. Using the list provided, please fill in the bubbles that correspond to the code indicating your program or major. Using the first column, indicate the first number in the program code, using the second column, indicate the second number in the program code.

<input type="checkbox"/>	<input type="checkbox"/>
0	0
1	1
2	2
3	3
4	
5	
6	
7	
8	
9	

VITA

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 Agricultural Education
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