Identifying Success Factors in Perkins Programs

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Final Results

Office of Institutional Research & Assessment
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Introduction: Identifying Success Factors in Perkins Programs

The Office of Institutional Research at Queensborough Community College designed and executed a research study to identify success factors in Perkins programs.

The following 3 sections of this report describe the major components of the research study:

I. Research Methodology
II. Results
III. Recommendations

I. Research Methodology

- Classify Perkins program services into distinguishable 'types'
- Establish database of Perkins program users
- Define success for Perkins program users
- Identify possible correlations between use of Perkins services and student success

I. Research Methodology: Classify Perkins Program Services Into Distinguishable 'Types'

- Read proposals, interim reports and final reports of Perkins programs from F'00 – F'01 to identify students served, type of interventions, delivery of interventions, and emphasis of interventions.
- Interviewed Perkins program directors one-on-one to determine the major defining program characteristics, or distinguishable 'types', to be used as data variables.

I. Research Methodology: Establish Database of Actual Perkins Program Users

- Compiled list of Perkins-eligible students who used Perkins program from F'00 – F'01 from Perkins program directors.
- Tracked Perkins program users through CUNY Institutional Research Database and the National Student Clearinghouse Database.
- Merged databases into SPSS data file with following variables: student id number, last name, first name, gender, ethnicity, Perkins program used, Perkins program 'types', number of programs used, 4 year success rate.

I. Research Methodology: Definition of Success for Perkins Program Users

- Success is defined as:
  - Four years after receiving the Perkins service, the student is either enrolled in Queensborough Community College/another college or has graduated from Queensborough Community College/another college.

I. Research Methodology: Identify Correlation between Use of Perkins Program Services and Success

- Established success rate of Perkins program users
- Determined if any of the 'type' characteristics show a significantly higher level of success for Perkins program users

II. Results: Classification of Perkins Program Services into Distinguishable 'Types'

There are 6 distinguishable 'types' of Perkins program services:

1. Service Intervention Provided
2. Attendance Requirement
3. Setting of Service Intervention
4. Provider of Service Intervention
5. Timing of Service Intervention
6. Emphasis of Service Intervention

II. Results: Define Each 'Type' Characteristic

1. Service Intervention Provided
   - Use of technology
   - Lab work
   - Hard-copy materials
   - Specially-trained faculty
   - Tutoring/Academic support
   - Test Preparation

II. Results: Define Each 'Type' Characteristic

2. Attendance Requirement
   - Mandatory basis
   - Voluntary basis

3. Setting of Service Intervention
   - Classroom
   - One-on-one/small groups
   - Workshop

II. Results: Define Each 'Type' Characteristic

4. Provider of Service Intervention
   - Faculty member
   - Trained tutor

5. Timing of Service Intervention
   - Semester-long
   - Short-term period within one semester

II. Results: Define Each 'Type' Characteristic

6. Emphasis of Service Intervention
   - Improve retention
   - Provide basic skills
   - Prepare students to pass certification exams
   - Provide entry-level career preparation
   - Improve grades
   - Meet individual student academic needs

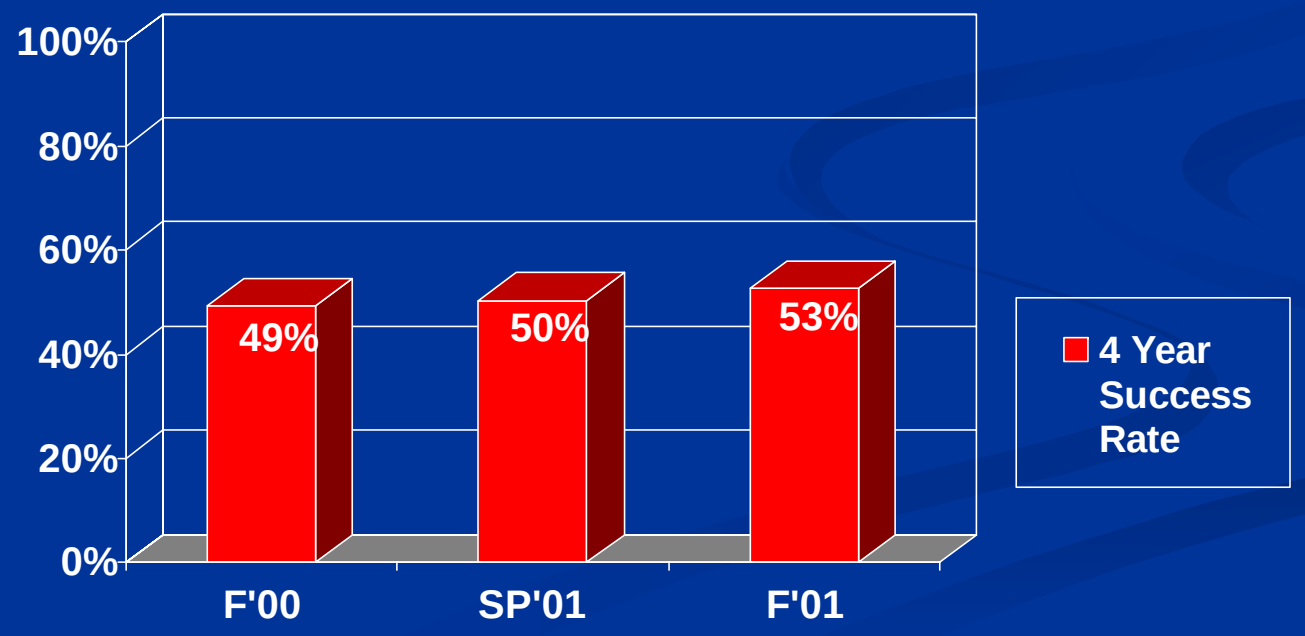
II. Results: Database of Perkins Program Users

- Identified Perkins students who participated in Perkins programs over 3 semesters (derived from available Perkins records)

Semester	# of Perkins Program Users Identified
F'00	1,525
SP'01	1,478
F'01	1,941

II. Results: Success Rate for Perkins Program Users

On average, 50.7% of the 4,944 Perkins program users over the three semester period of F'00, SP'01 and F'01 are successful four years after participating in at least one Perkins program



II. Results: Type of Service and Student Success

- Based on logistic regression statistical analysis, students who received specially designed 'hard cop materials' as part of their Perkins program had a higher likelihood of success than students who did not receive specially designed 'hard copy materials' in their Perkins program
  - Specialized hard copy materials are defined as:
    - the development and use of new or up-dated workbooks, textbooks, and worksheets/hand-outs. These materials are typically part of designing or updating a curriculum. Examples include new textbooks, hand-outs and worksheets, writing materials, and instructional support materials.

III. Recommendations for Designing Perkins/Basic Skills Programs

- Institute one consistent record-keeping program to track students served
- Include Perkins program variables that are related to student success

III. Recommendations: Variables for Success

- Provide hard-copy materials
  - Develop hard-copy materials such as new or up-dated workbooks, textbooks, and worksheets/hand-outs and relate them to a specific student outcome
    - Design the hard copy materials so that they follow a very specific goal i.e. passing an exam, developing entry-level job skills, or meeting student academic needs.