

AMPLIFYING THE VOICE OF A STUDENTS WHO LEFT: A HIGHLIGHTING OPPORTUNITIES FOR CHANGE A



We wanted to gain insight into why students were stopping/dropping out. The study employed two open-ended questions and identified themes. Also, a binary logistic regression was conducted on a locally queried data.

AN RCCD STUDENTS A DROP-OUT/STOP-OUT
(AVERAGE RATE FROM 2016-2020)



REASONS FOR NO LONGER BEING ENROLLED: A

FINANCIAL/WORK OR LOGISTICS A

PERSONAL/WELL-BEING A

INSTITUTION SYSTEM OR POLICY A

COURSE/CURRICULUM/MODALITY A

LACK OF GUIDANCE/SUPPORT A

WHAT CAN WE DO FOR YOU TO RETURN? A

COURSE/CURRICULUM/POLICY A

PERSONAL FINANCIAL A

GUIDANCE A

SURVEY RESULTS A



- Q1's top 3 most cited response subcategories were *Personal well being, Work-related, and Financial reasons.*
- Q2's top 3 most cited response subcategories were *Affordability, More Online Courses, and General Counseling.*
- 75% of respondents emphasized that they planned to return.

LOGISTIC REGRESSION A



- Male students were 24% more likely to leave.
- Black and Hispanic males were more likely to leave than White student males.
- First Generation College students were 24% more likely to leave.
- Foster youth were 65% more likely to leave.
- EOPS students were 37% LESS likely to leave.