

Attendance, Withdrawals, and Financial Aid



Andrea C. Wade,
Provost and Vice President, Academic Services

Jerome St. Croix, Director, Financial Aid



Faculty Senate Town Hall April 5, 2017

Inspiring every day.

- Types of Withdrawals
- Attendance and Financial Aid Eligibility
- Data on Faculty-Initiated Withdrawals
 - How Many Are Withdrawn?
 - Who is Withdrawn?
 - What Happens to Withdrawn Students?
- Issues that May Impact Student Attendance
- Attendance and Academic Standards
- How Might We Respond to These Facts?



Types of Withdrawals

- Student-Initiated Withdrawals
 - Individual Courses
 - Complete Withdrawal from the College
- Office of Health Services Withdrawals
 - Failure to provide proof of immunization
 - Medical Withdrawals
- Faculty-Initiated Withdrawals

- (3) College-initiated withdrawals
 - (a) Withdrawal for unsatisfactory attendance. A grade of "W" may be assigned for individual courses due to unsatisfactory attendance. This withdrawal must be initiated by a faculty member before 80% of the course has been completed as designated by the official Academic Calendar.

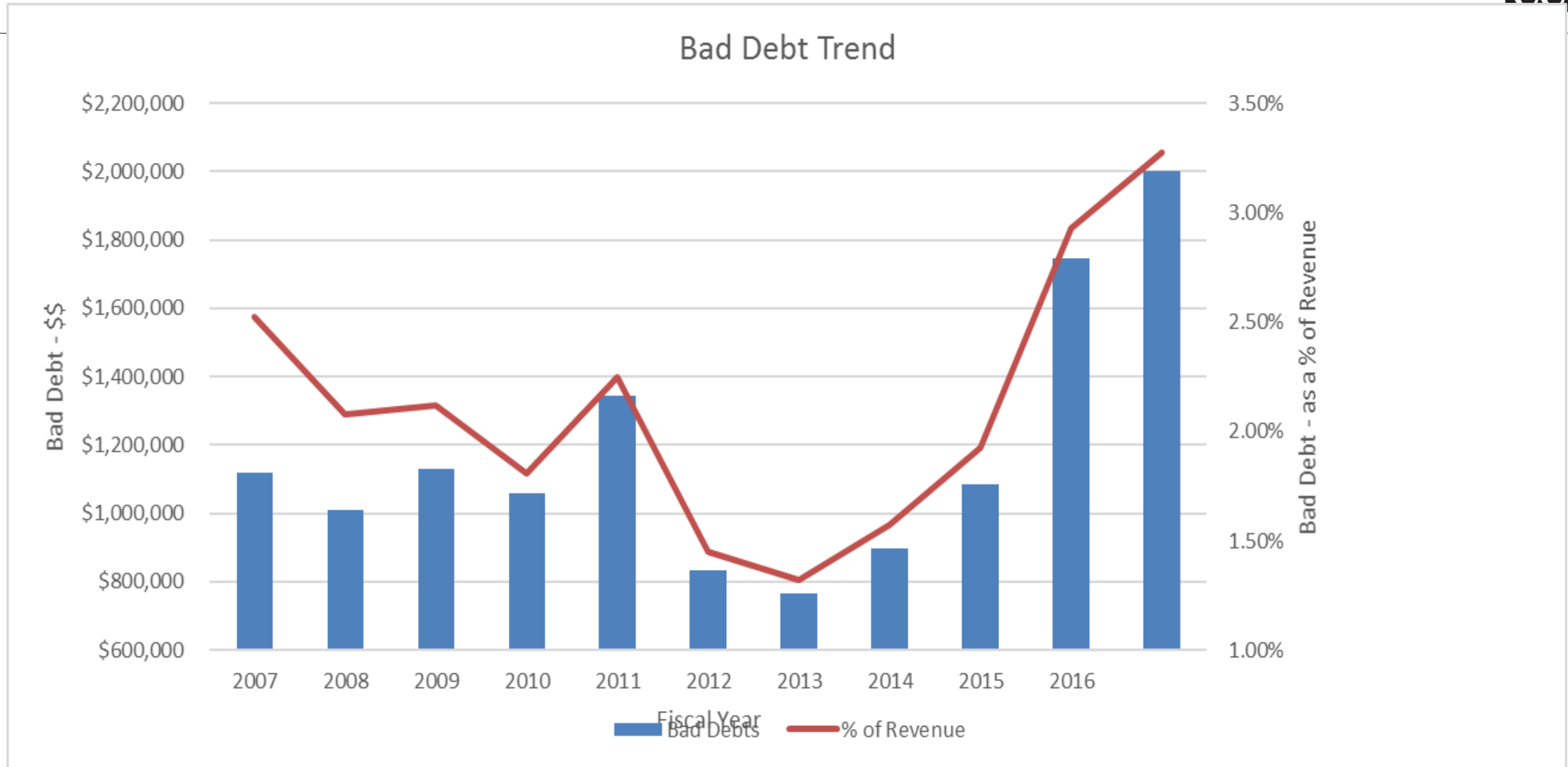


Attendance and Financial Aid Eligibility

- End of Week 3
 - Submit attendance by census indicating that the student attended at least once
- Week 4
 - Financial Aid distributed- Pell, Loans, TAP, Scholarships
- Throughout the Semester
 - Faculty keep attendance records
 - Federal Regulations define attendance for financial aid purposes for both face-to-face and online courses
- Students must attend up to 60% of the semester to earn the full aid they already received

- If a student withdraws from all classes before 60%, they will have to return any unearned aid.
- If a student is withdrawn from all classes with a last date of attendance before 60%, they will have to return any unearned aid
- If a student withdraws or is withdrawn from all classes with a last date of attendance after 60%, they will not have to return any unearned aid
- End of semester
 - Faculty must report last day of attendance for any students who earn an F
 - If students did not attend through 60%, they must return any unearned aid

- Students who do not return unearned aid have a registration hold and cannot return until their debt is paid
 - Students with past due balances are eventually sent to collections, which impacts their credit, ability to transfer, and eligibility for financial aid at other institutions.
 - The College is required to return unearned federal aid on the student's behalf, whether or not it is returned by the student.





Data on Faculty-Initiated Withdrawals



How Many Faculty-Initiated Withdrawals Are There?

How Many Faculty-Initiated Withdrawals Are There?



- In the 2016 fall semester, there were 1690 faculty-initiated withdrawals
- The top three disciplines for withdrawals were:
 - English- 316
 - Math- 251
 - TRS- 230
- This impacted 1257 students
 - Some students were withdrawn from more than one course



Who is Withdrawn?

Table 1

		Fall 2016 - WF (A)				Fall 2016 Census (B)			WF Registered in Spring 2017			Effect Size			
Age Group	Race/Ethnicity		Sex		Total	Sex		Total	Sex		Total	A vs. B	A vs. B	A vs. B	A vs. B
			Female	Male		Female	Male		Female	Male		Female	Male	Female	Male
Total	Asian	N	16	22	38	274	299	573	8	10	18				
		%	2.7%	3.3%	3.0%	3.8%	4.7%	4.2%	3.1%	3.6%	3.4%				
	Black/African American	N	225	176	401	1595	1022	2617	9						
		%	37.7%	26.7%	31.9%	22.1%	16.0%	19.3%	36.5%						
	Hispanic, Any Race	N	76	64	140	734	491	1225	3						
		%	12.7%	9.7%	11.1%	10.2%	7.7%	9.0%	12.5%						
	American Indian/Alaskan Native	N	8	4	12	33	38	71							
		%	1.3%	.6%	1.0%	.5%	.6%	.5%	1.6%	.7%	1.1%				
	Two or More Races	N	36	37	73	287	211	498	20	22	42				
		%	6.0%	5.6%	5.8%	4.0%	3.3%	3.7%	7.8%	8.0%	7.9%				
	Non-Resident Alien	N	7	7	14	81	81	162	6	4	10				
		%	1.2%	1.1%	1.1%	1.1%	1.3%	1.2%	2.4%	1.4%	1.9%				
	Pacific Islander/Hawaiian Native	N	1	1	2	12	9	21	1	0	1				
		%	.2%	.2%	.2%	.2%	.1%	.2%	.4%	0.0%	.2%				
	Unknown	N	2	4	6	29	68	97	0	1	1				
		%	.3%	.6%	.5%	.4%	1.1%	.7%	0.0%	.4%	.2%				
	White	N	226	345	571	4167	4156	8323	91	153	244	-9.63	-6.35	0.40	0.26
		%	37.9%	52.3%	45.4%	57.8%	65.2%	61.3%	35.7%	55.4%	46.0%	Sig.	Sig.		
	Total	N	597	660	1257	7212	6375	13587	255	276	531				
		%	100%	100%	100%	100%	100%	100%	100%	100%	100%				

Enrollment at Census

Total Enrollment=13,587

Table 1

		Fall 2016 - WF (A)				Fall 2016 Census (B)			WF Registered in Spring 2017			Effect Size			
Age			Sex			Sex			Sex			A vs. B	A vs. B	A vs. B	A vs. B
Group	Race/Ethnicity		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Female	Male
Total	Asian	N	16	22	38	274	299	573	8	10	18	<div>Students with at Least One WF</div> <div>Total=1257</div>			
		%	2.7%	3.3%	3.0%	3.8%	4.7%	4.2%	2.1%	2.6%	2.4%				
	Black/African American	N	225	176	401	1595	1022	2617							
		%	37.7%	26.7%	31.9%	22.1%	16.0%	19.3%							
	Hispanic, Any Race	N	76	64	140	734	491	1225							
		%	12.7%	9.7%	11.1%	10.2%	7.7%	9.0%							
	American Indian/Alaskan Native	N	8	4	12	33	38	71							
		%	1.3%	.6%	1.0%	.5%	.6%	.5%	1.6%	.7%	1.1%				
	Two or More Races	N	36	37	73	287	211	498	20	22	42				
		%	6.0%	5.6%	5.8%	4.0%	3.3%	3.7%	7.8%	8.0%	7.9%				
	Non-Resident Alien	N	7	7	14	81	81	162	6	4	10				
		%	1.2%	1.1%	1.1%	1.1%	1.3%	1.2%	2.4%	1.4%	1.9%				
	Pacific Islander/Hawaiian Native	N	1	1	2	12	9	21	1	0	1				
		%	.2%	.2%	.2%	.2%	.1%	.2%	.4%	0.0%	.2%				
	Unknown	N	2	4	6	29	68	97	0	1	1				
		%	.3%	.6%	.5%	.4%	1.1%	.7%	0.0%	.4%	.2%				
	White	N	226	345	571	4167	4156	8323	91	153	244	-9.63	-6.35	0.40	0.26
		%	37.9%	52.3%	45.4%	57.8%	65.2%	61.3%	35.7%	55.4%	46.0%	Sig.	Sig.		
Total	N	597	660	1257	7212	6375	13587	255	276	531					
	%	100%	100%	100%	100%	100%	100%	100%	100%	100%					

Table 1

		Fall 2016 - WF (A)				Fall 2016 Census (B)			WF Registered in Spring 2017			Effect Size			
Age Group	Race/Ethnicity		Sex		Total	Sex		Total	Sex		Total	A vs. B	A vs. B	A vs. B	A vs. B
			Female	Male		Female	Male		Female	Male		Female	Male	Female	Male
Total	Asian	N	16	22	38	274	299	573	8	10	18				
		%	2.7%	3.3%	3.0%	3.8%	4.7%	4.2%	3.1%	3.7%	3.4%				
	Black/African American	N	225	176	401	1595	1022	2617	365	245	610				
		%	37.7%	26.7%	31.9%	22.1%	16.0%	19.3%	36.5%	24.5%	30.5%				
	Hispanic, Any Race	N	76	64	140	734	491	1225							
		%	12.7%	9.7%	11.1%	10.2%	7.7%	9.0%	12.5%						
	American Indian/Alaskan Native	N	8	4	12	33	38	71							
		%	1.3%	.6%	1.0%	.5%	.6%	.5%	1.6%						
	Two or More Races	N	36	37	73	287	211	498							
		%	6.0%	5.6%	5.8%	4.0%	3.3%	3.7%	7.8%						
	Non-Resident Alien	N	7	7	14	81	81	162							
		%	1.2%	1.1%	1.1%	1.1%	1.3%	1.2%	2.4%						
	Pacific Islander/Hawaiian Native	N	1	1	2	12	9	21							
		%	.2%	.2%	.2%	.2%	.1%	.2%	.4%						
	Unknown	N	2	4	6	29	68	97							
		%	.3%	.6%	.5%	.4%	1.1%	.7%	0.0%						
	White	N	226	345	571	4167	4156	8323	351	351	702				
		%	37.9%	52.3%	45.4%	57.8%	65.2%	61.3%	35.1%	35.1%	35.1%				
	Total	N	597	660	1257	7212	6375	13587	2	2	4				
		%	100%	100%	100%	100%	100%	100%	100%	100%	100%				

By comparison, White students made up 61.3% of the total student population, but they only made up 45.4% of the students with a faculty-initiated withdrawals. This decrease was statistically significant for both males and females, but was more pronounced for females.

Table 1

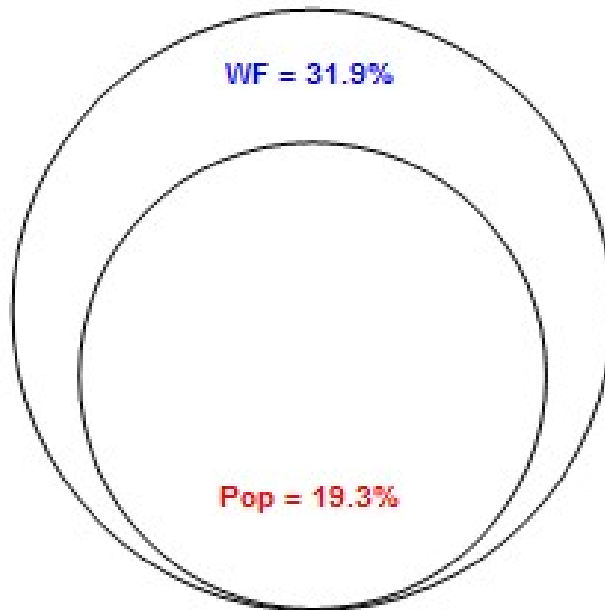
		Fall 2016 - WF (A)				Fall 2016 Census (B)			WF Registered in Spring 2017			Effect Size			
Age Group	Race/Ethnicity		Sex		Total	Sex		Total	Sex		Total	A vs. B	A vs. B	A vs. B	A vs. B
			Female	Male		Female	Male		Female	Male		Female	Male	Female	Male
Total	Asian	N	16	22	38	274	299	573	8	10	18				
		%	2.7%	3.3%	3.0%	3.8%	4.7%	4.2%	3.5						
	Black/African American	N	225	176	401	1595	1022	2617							
		%	37.7%	26.7%	31.9%	22.1%	16.0%	19.3%	36.5						
	Hispanic, Any Race	N	76	64	140	734	491	1225							
		%	12.7%	9.7%	11.1%	10.2%	7.7%	9.0%	12.5						
	American Indian/Alaskan Native	N	8	4	12	33	38	71							
		%	1.3%	.6%	1.0%	.5%	.6%	.5%	1.6						
	Two or More Races	N	36	37	73	287	211	498							
		%	6.0%	5.6%	5.8%	4.0%	3.3%	3.7%	7.8						
	Non-Resident Alien	N	7	7	14	81	81	162							
		%	1.2%	1.1%	1.1%	1.1%	1.3%	1.2%	2.4						
	Pacific Islander/Hawaiian Native	N	1	1	2	12	9	21							
		%	.2%	.2%	.2%	.2%	.1%	.2%	.4						
	Unknown	N	2	4	6	29	68	97							
		%	.3%	.6%	.5%	.4%	1.1%	.7%	0.0						
	White	N	226	345	571	4167	4156	8323							
		%	37.9%	52.3%	45.4%	57.8%	65.2%	61.3%	35.7						
	Total	N	597	660	1257	7212	6375	13587	2						
		%	100%	100%	100%	100%	100%	100%	100						

Although Black/African American students made up only 19.3% of the total student population, they made up 31.9% of the students with a faculty-initiated withdrawals. This increase was statistically significant for both males and females, but was more pronounced for females.

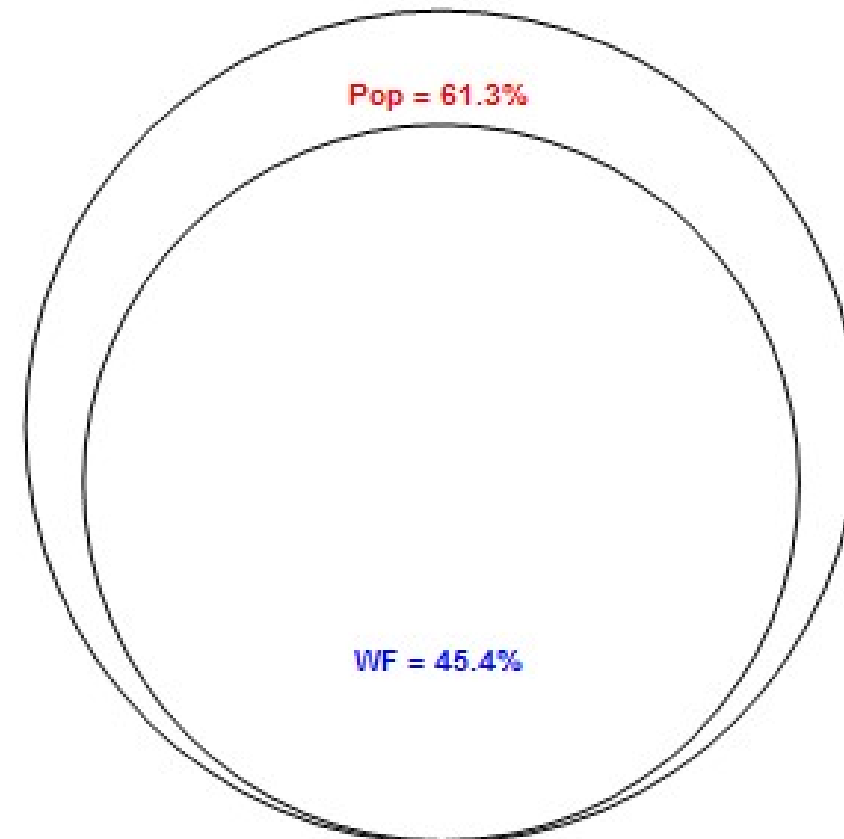
Proportional Distribution at Fall 2016 Census, N = 13,587

WF = Faculty Withdrawal

Black/African American



White





What Happens to Withdrawn Students?

Table 1

		Fall 2016 - WF (A)				Fall 2016 Census (B)			WF Registered in Spring 2017			Effect Size												
Age Group			Sex		Total	Sex		Total	Sex		Total	A vs. B	A vs. B	A vs. B	A vs. B									
	Race/Ethnicity		Female	Male		Female	Male		Female	Male		Female	Male											
	Asian	N	16	22	38	274	299	573	8	10	18													
<div>Number of Students with WFs who returned in the spring</div> <div>Total Returning= 531/1257= 42.2%</div>									4.2%	3.1%	3.6%	3.4%												
									2617	93	61	154	7.62	5.97	0.34	0.26								
									19.3%	36.5%	22.1%	29.0%	Sig.	Sig.										
									1225	32	23	55												
									9.0%	12.5%	8.3%	10.4%												
									71	4	2	6												
									.5%	1.6%	.7%	1.1%												
									498	20	22	42												
									3.7%	7.8%	8.0%	7.9%												
									162	6	4	10												
<div>Black/African American students returning=154/401=38.4%</div> <div>White students returning=244/571=42.7%</div>									1.2%	2.4%	1.4%	1.9%												
									21	1	0	1												
									.2%	.4%	0.0%	.2%												
									97	0	1	1												
									.7%	0.0%	.4%	.2%												
									8323	91	153	244	-9.63	-6.35	0.40	0.26								
									61.3%	35.7%	55.4%	46.0%	Sig.	Sig.										
											N	597	660	1257	7212	6375	13587	255	276	531				
											%	100%	100%	100%	100%	100%	100%	100%	100%	100%				

Number of Students with WFs who returned in the spring

Total Returning= 531/1257= 42.2%

Black/African American students returning=154/401=38.4%

White students returning=244/571=42.7%

Types of Holds Placed on Non-Returning WF Students



Table 1

Holds	Did Not Return
SAO Past Due Balance	395
Bursar Hold Canceled Aid	108
Health Services	22
Housing Financial Above \$200	10
Dropped for Non-Payment	5
Student Services	5
Prior Yr FA Bal > \$200	4
Bad Check under \$200	2
Sent to Collection Agency	2
Bad Check \$200 or More	1
Disciplinary Dismissal	1
Emergency Loan	1
Public Safety Conduct Issue	1

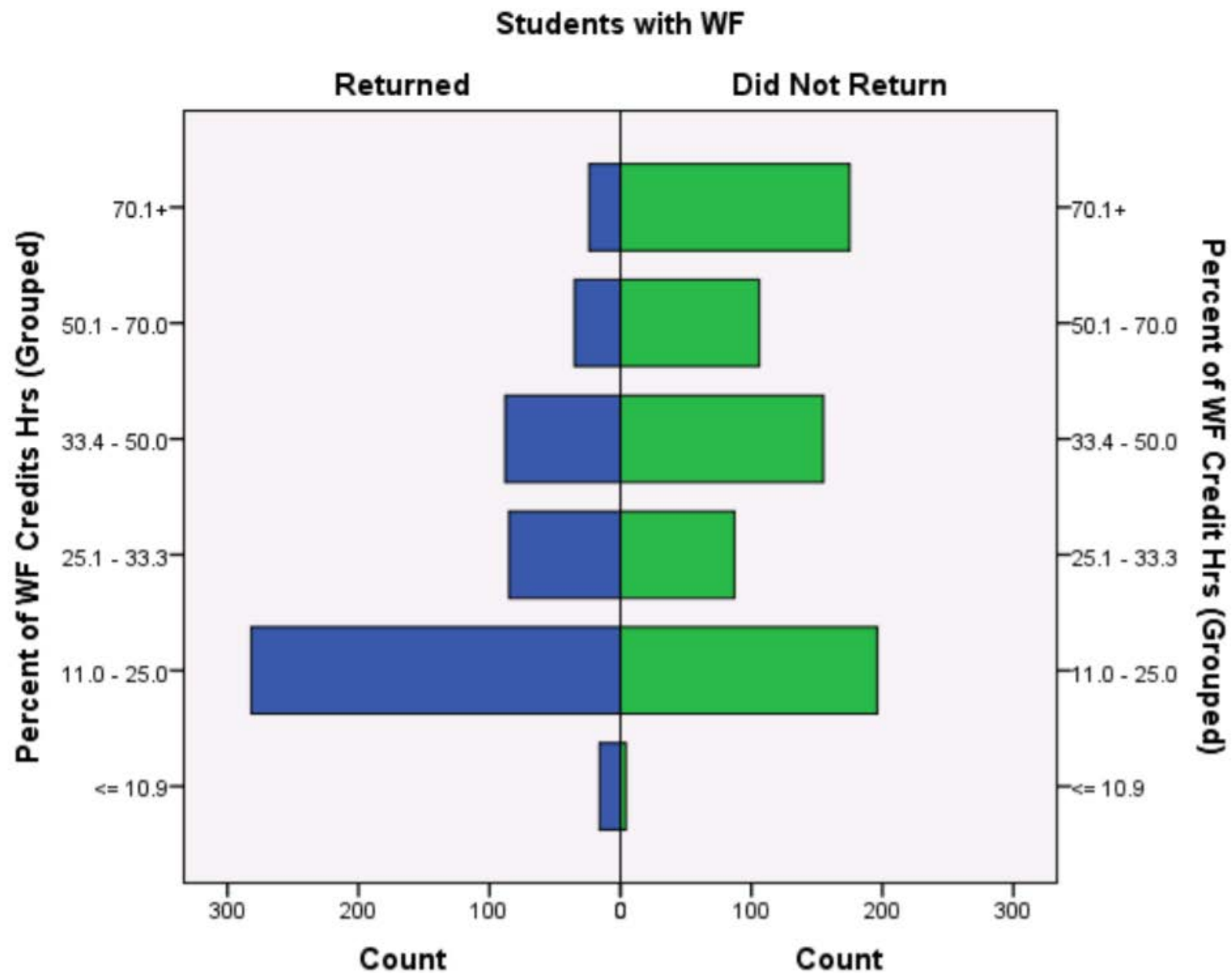
Students who did not Return had a Higher percentage of WF Credits



Table 2

	Returned	Did not Return	Total
Less than one-third total credit hours WF	353 (67%)	246 (34%)	599 (48%)
One-third or more total credit hours WF	177 (33%)	477 (66%)	654 (52%)
Total	530	723	1253

- There was a breakpoint at 1/3; students were 3.86 times more likely to return if they had less than 1/3 their total credits be WF.
- “It is interesting to note that 145 students ended up with 100% of their withdrawal credit coming from faculty; 131 did not return, while 14 did.”



Students Without Dependents Were 1.8 Times More Likely to Return



Table 3

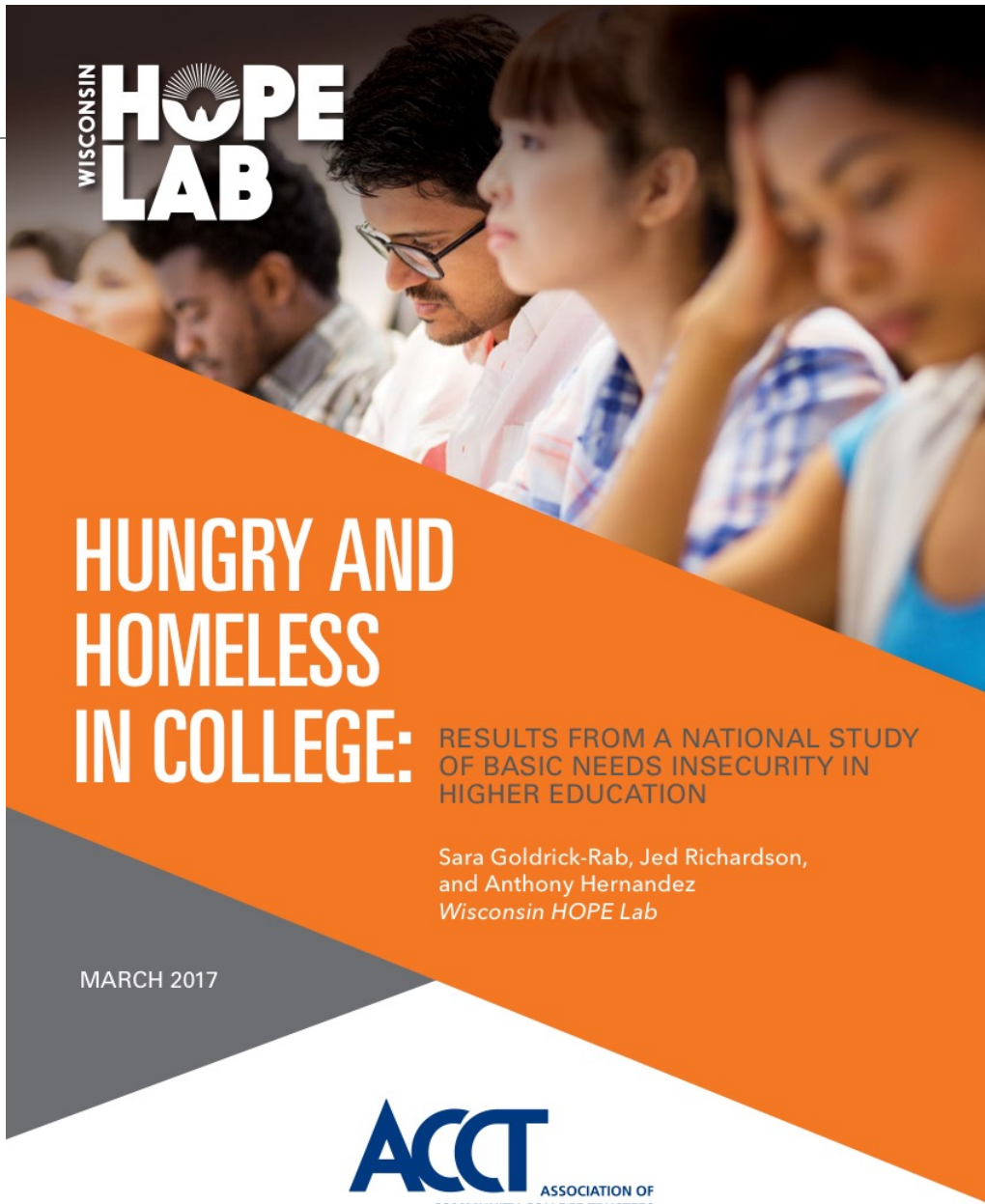
Has Dependents in Aid year 1617	Returned	Did not Return	Total
No	372 (85%)	423 (76%)	795
Yes	66 (15%)	135 (24%)	201
Total	438	558	996

Fisher Exact Test, p-value = 0.0003

- However, there was not a statistically significant difference based on marital status or distribution of children by age.



Issues that May Impact Student Attendance



- Study conducted **fall 2016**
- 33,000 students at 70 community colleges in 24 states
- **MCC** is the only NY college to participate
- Students surveyed via email
- **413** responded

MCC Results: Hunger

- **35.4%** reported **Food Insecurity** at highest USDA levels
- **51.2%** reported **Skipping Meals** because of cost
- **38.6%** reported **Being Hungry** but not eating because of cost
- At and above national levels for institution type



MCC Results: Housing

- **11.8%** reported being **Homeless**
- **51.6%** reported some level of **Housing Insecurity**
- **13.7%** reported **Moving more than 2x** in the past year
- At national levels for institution type



MCC Results: Finances



- **49.9%** reported **Borrowing Money** to pay bills
- **30.9%** reported **not being able to pay** full Utilities bill
- **25.4%** reported having an account **Default** or go to **Collections**
- No national comparison provided



Table 5. Variation in Prevalence of Food and Housing Insecurity

	Food Insecurity				Housing Insecurity	
	High Security	Marginal Security	Low Security	Very Low Security	Insecure	Homeless
Race/Ethnicity						
Non-Hispanic White	53%	13%	16%	19%	35%	11%
African American	33%	13%	23%	31%	52%	18%
Hispanic or Latino	43%	13%	22%	23%	44%	16%
Southeast Asian	46%	17%	22%	15%	35%	11%
Other Asian	48%	13%	23%	16%	35%	11%
Parental Education						
Neither parent attended college	44%	12%	19%	24%	44%	14%
Parent attended college	49%	13%	19%	19%	37%	12%

Note: the table displays food and housing security percentages, among each type of student (i.e., each row).

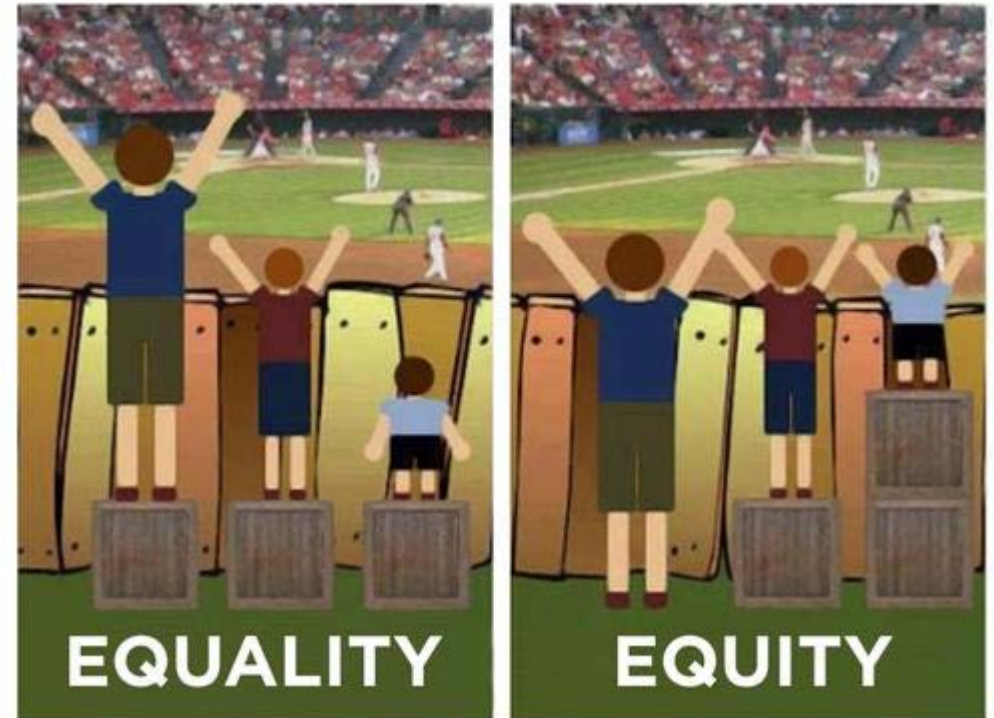


Attendance and Academic Standards

Attendance and Academic Standards



- Faculty can and do respond to poor attendance by imposing academic consequences
- We need to think carefully about why and how to implement consequences
- Remember that students do not arrive on equal footing





How Might We Respond to These Facts?

Potential Responses

- Withdrawing students after we believe they have stopped attending for the semester is reactive; how can we be proactive?
- Faculty-initiated withdrawals can put classroom faculty in a difficult position because they don't have enough information to make decisions in the students' best interest
- The faculty-initiated withdrawal process where individual faculty make individual decisions has led to inconsistency and inequity
- Faculty often they make the best decision they can with the information they have—if students may not communicate about factors causing absence trouble



- Invite Faculty Senate to Study these issues and formulate a recommendation
- Enter attendance information online throughout the semester
 - Allows us to see and intervene with students exhibiting high risk attendance patterns earlier
 - Allows for an automated, consistent, withdrawal process for students whose attendance has disqualified them for financial aid
- Incentivize excellent attendance, rather than punishing poor attendance
- Be more flexible as an institution in working with students with attendance challenges
- Consider dividing financial aid into 2 disbursements
 - Reduces the debt burden on students

Questions, Discussion, and Input



Inspiring every day.