

Glendale Community College 2008–2009 eCRUIT, EYOp, and FYRe Program Usage Report

*Prepared by Adam B. Troy, Ph.D.
Director of Research, EducationDynamics, LLC*

Overview: Glendale Community College implemented three EducationDynamics solutions to increase applicants, enrollment yield, and retention: The *Applicant Conversion Program™*, *Admitted Student Program™*, and *Undergraduate Retention Program™*. The goals of these programs were to increase student inquiry engagement, enrollment, and retention with the university and to deliver actionable intelligence to the university to assist with recruiting and retention initiatives. Invitations to the program were sent to a list of students. Program features included articles and self-management content, an early warning student alert system, rotating student assessments, and open discussion boards and community networking.

Results Summary: Logistic regression analyses of application, enrollment, and retention behavior indicated that students engaging in the program were over 1.5 times more likely to apply, enroll, and return.

Recommendations:

- Allow students to choose from a list of majors as they set up their profile. This will standardize the list so students can more easily find others within their area of study.
- Utilize the Events page to inform students of important dates and events. The new program enhancements will allow these dates to rotate through the main column of the home page as they approach.
- Add the Admitted Student Checklist. This tool enables admitted students to keep track of all necessary forms/documents (deposits, health forms, etc.) and their respective deadlines as well as includes messaging campaigns to alert students of upcoming deadlines. (This may incur an additional fee.)

Program Enhancements:

Home Page

New dynamic content capabilities that enable the following:

- Ability to feature events, blogs, discussions, article and video content.
- Students' exposure to fresh and purposeful content, based on a previously determined schedule. (Schedule to be driven by intended outcomes and desired content exposure throughout the academic year.)
- Clients' ability to add user-generated content through the events and blogs and feature pertinent information as needed during the school year, particularly for any happenings on campus that require immediate response and dissemination of information.

Profile Page

- A more comprehensive feed that gives students access to more information.
- Enhanced customization that enables students to create their own personal header image.
- New 'status feed' feature that enables students to communicate and update their status (e.g. what they're doing).
- Ability to search for students using their first name and last name as well as having their name on their profile page.

Discussions Page

- New enhanced capability that enables users to filter their friends' discussions.
- Ability to add links and videos to discussions.

Articles

- New survey capabilities that allow survey questions to be added to the end of articles, which can be used to assess learning outcomes from the content (if desired) or to create user-generated content.
- New content categories that are designed to be less academic and more user-friendly, generating more interest and traffic. The new categories are:
 - College Success
 - World and Culture
 - Money and Career
 - Majors and Minors
 - Mind and Body

Maps Feature

- Integration of Google Maps feature that enables students to locate classmates in their surrounding areas.
- The Maps Feature provides enhanced connectivity that enables students to locate each other and meet up prior to matriculating on campus, thereby helping to decrease the risk factors of 'summer melt.'

Privacy Feature

- New Privacy Feature added for the 2009-2010 academic year that allows students to set parameters on who can view their profiles.

eCRUIT Effectiveness Criteria and Statistical Results

☑ **1. Is there a statistically significant difference in application rate between program users and non-program users?**

Yes – As shown below, the odds of program users applying were **1.94** times higher than non-program users. This odds ratio is statistically significant at the $p < .01$ level.

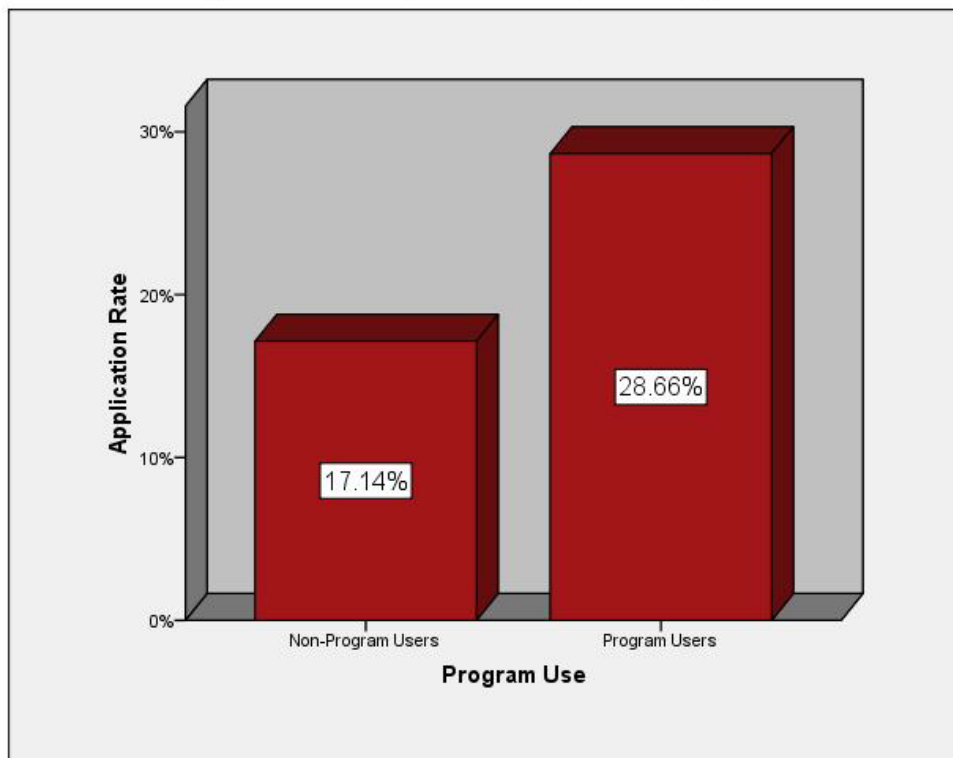
- Total applicants: **1,900**
- Total applicants on eCRUIT upload list: **1,583 (83.32%)**
- Overall application rate for uploaded sample : **18.22%**
- Program engagement rate: **9.4% (N = 813)**
- **17.1%** of non-program users applied ($N = 1,350$)
- **28.7%** of program users applied ($N = 233$)
- Average difference: **11.6%%**

Logistic regression predicting application outcome from program usage (N = 8,690)

Predictor*	B	S.E.	Wald	Significance	Odds Ratio	95.0% Confidence Interval for Odds Ratio	
						Lower	Upper
Program Use	.664	.083	63.778	.000	1.942	1.650	2.286
Constant	-1.576	.030	2777.873	.000	.207		

*Program users were coded as 1 and non-program users were coded as 0.

Application Rate by Student Program Engagement



EYOp Effectiveness Criteria and Statistical Results

☑ **1. Is there a statistically significant difference in enrollment rate between program users and non-program users?**

Yes – As shown below, the odds of program users enrolling were **1.57** times higher than non-program users. This odds ratio is statistically significant at the $p < .01$ level.

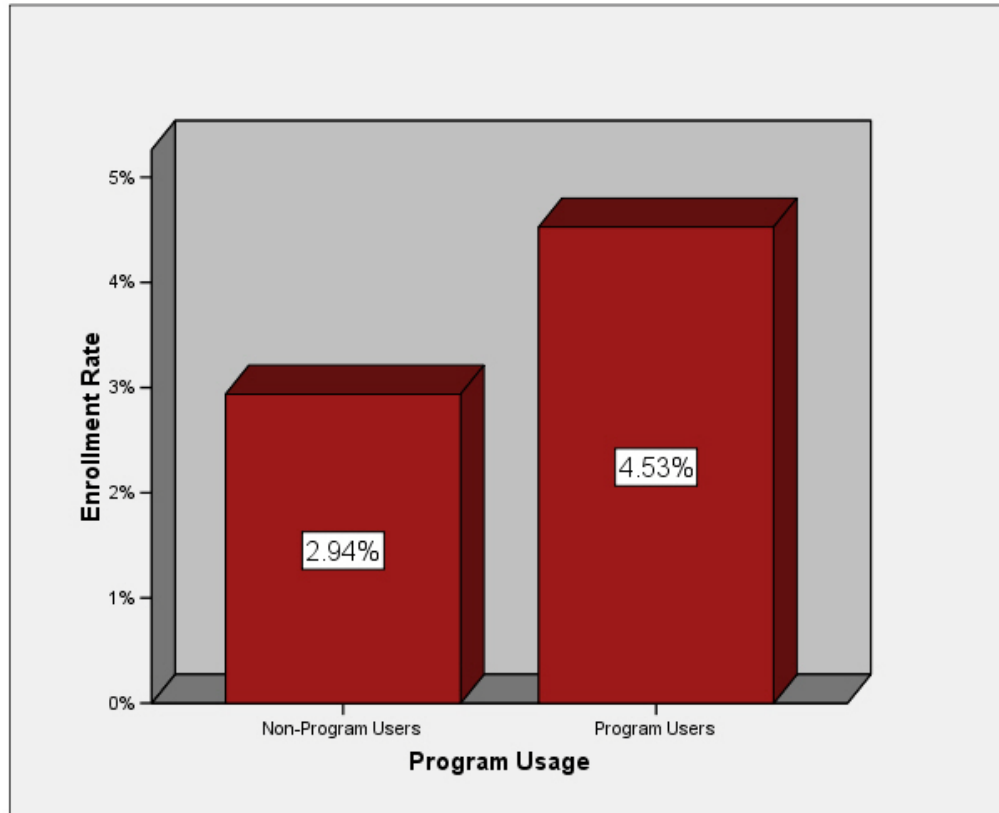
- Total enrolled students: **942**
- Overall enrollment rate of uploaded sample: **3.1%**
- Program engagement rate: **11.0% (N = 3,336)**
- **2.9%** of non-program users enrolled ($N = 791$)
- **4.5%** of program users enrolled ($N = 151$)
- Average difference: **1.6%**

Logistic regression predicting application outcome from program usage (N = 30,263)

Predictor*	B	S.E.	Wald	Significance	Odds Ratio	95.0% Confidence Interval for Odds Ratio	
						Lower	Upper
Program Use	.449	.091	24.452	.000	1.566	1.311	1.872
Constant	-3.498	.036	9393.131	.000	.030		

*Program users were coded as 1 and non-program users were coded as 0.

Enrollment Rate by Program Engagement



FYRe Effectiveness Criteria and Statistical Results

☑ **1. Is there a statistically significant difference in retention rate between program users and non-program users?**

Yes – As shown below, the odds of program users returning were **1.52** times higher than non-program users. This odds ratio is statistically significant at the $p < .01$ level.

- Total retained students: **704**
- Overall retention rate of uploaded sample: **2.6%**
- Program engagement rate: **18.8%** ($N = 5,030$)
- **2.4%** of non-program users were retained ($N = 522$)
- **3.6%** of program users were retained ($N = 182$)
- Average difference: **1.2%**

Logistic regression predicting retention outcome from program usage ($N = 26,687$)

Predictor*	B	S.E.	Wald	Significance	Odds Ratio	95.0% Confidence Interval for Odds Ratio	
						Lower	Upper
Program Use	.419	.088	22.875	.000	1.520	1.280	1.805
Constant	-3.701	.044	6977.774	.000	.025		

*Program users were coded as 1 and non-program users were coded as 0.

Student Retention by Program Engagement

