

ERIC Dropout Research

ERIC #: ED502081

Title: Reasons for Student Discontinuation in Engineering Degree Courses Offered at a Distance

Authors: Ariadurai, S. Anbahan; Manohanthan, Rajalingam

Publication Date: 2008-07-01

Pub Types: Journal Articles; Reports - Evaluative

Journal Name: Online Submission

Journal Citation: Turkish Online Journal of Distance Education--TOJDE v9 n3 p74-86 Jul 2008

Abstract: Faculty of Engineering Technology of the Open University of Sri Lanka has been offering engineering programmes at a distance for the last two decades or so. However, completion rates in Faculty of Engineering Technology are lower compared to the other faculties of the University. This paper investigates the reasons for low completion rates in the faculty and suggests ways and means to overcome this problem. The study concludes that increasing student numbers will not necessarily increase percentage of students completing the programme though the number of students completing is increased. It is found that students offering courses for the first time in the system of distance education in their academic career perform poorer because they are not conversant with distance education techniques. It is recommended that the Faculty must offer an orientation programme on distance education to all the students enrolling for the first time, before they commence their regular programmes. Further, it has been found that considerable percentage of students who obtain eligibility to sit the final examination by completing the continuous assessments do not sit the final examination. This has been found to contribute towards non-completion of programmes as students sitting the final examination in the subsequent years perform poorly in their exams. To overcome this problem, it is recommended that current practise of allowing the student to carry forward their eligibility to unlimited period of time must be disbanded. (Contains 5 tables and 3 figures.)

Descriptors: Open Universities; Eligibility; Distance Education; Engineering Technology; Foreign Countries; Engineering Education; Dropout Rate; Dropout Research; Tests; Academic Persistence; College Students; School Orientation

ERIC Full-Text:

<http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED502081>

ERIC #: ED494345

Title: Examining the Factors Affecting Student Dropout in an Online Learning Environment

Authors: Yukselturk, Erman; Inan, Fethi Ahmet

Publication Date: 2006-07-00

Pub Types: Reports - Research

Journal Name: Online Submission

Journal Citation:

Abstract: This study examined the factors affecting student dropouts in an online certificate program. In this research, a combination of quantitative and qualitative methods was used. Online Course Dropout Survey was developed and used to determine which factors affect student attrition from the program. The dropout survey was sent by e-mail to 98 students who had dropped the program. Twenty-six students returned the survey. The findings show that the most important factor affecting student retention is finding sufficient time to study. Having

personal problems and affordability of the program took second and third place. (Contains 4 tables.)

Descriptors: School Holding Power; Dropouts; Student Attrition; Online Courses; Distance Education; Surveys; Dropout Research; Study Habits; Student Characteristics; Information Technology; Foreign Countries; Adult Learning; Postsecondary Education; Student Attitudes
ERIC Full-Text:

<http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED494345>

ERIC #: EJ786605

Title: More than One Gap: Dropout Rate Gaps between and among Black, Hispanic, and White Students

Authors: Carpenter, Dick M., II; Ramirez, Al

Publication Date: 2007-00-00

Pub Types: Journal Articles; Reports - Evaluative

Journal Name: Journal of Advanced Academics

Journal Citation: v19 n1 p32-64 Fall 2007

Abstract: The achievement gap, traditionally measured by test scores, also can be documented by dropout behavior. Examining dropout behavior among Black, White, and Hispanic students, with a particular focus on gaps within groups and not just between Whites and minorities, shows a clearer picture of the achievement gap. The results of our study show multiple achievement gaps both between and within groups, ultimately concluding that within-group gaps were often more significant than gaps between groups. Through hierarchical linear modeling, we found two common predictors for all three groups--being held back and number of suspensions. Hispanic and White students showed three additional predictors in common--time spent on homework, gender, and family composition. White and Black students shared only one common predictor beyond suspensions and being held back: parental involvement. Black and Hispanic students shared no additional common predictors. Finally, race/ethnicity generally proved not to be a significant predictor of dropping out. Gaps within groups may be more significant than those between groups. Such differences further reinforce our concern about the practice of establishing policy initiatives that conflate all minority group students into a monolithic whole. Our research suggests that policy makers and school leaders should craft dropout prevention policies and programs with sufficient flexibility to allow school-level personnel to individualize said policies and practices based on local conditions. (Contains 5 tables.)

Descriptors: Dropout Rate; Dropout Prevention; Low Achievement; Parent Participation; Academic Achievement; Parent School Relationship; Minority Groups; White Students; African American Students; Hispanic American Students; Racial Differences; Scores; Dropout Research; Homework; Study Habits; Socioeconomic Status; English (Second Language); Family Structure; Teacher Qualifications; Leisure Time; Suspension; Gender Differences; Extracurricular Activities; Secondary School Students; Longitudinal Studies; Language Usage

ERIC #: ED501960

Title: The Effect of Credit Constraints on the College Drop-Out Decision: A Direct Approach Using a New Panel Study. NBER Working Paper No. 13340

Authors: Stinebrickner, Todd R.; Stinebrickner, Ralph

Publication Date: 2007-08-00

Pub Types: Reports - Evaluative

Journal Name: National Bureau of Economic Research

Journal Citation:

Abstract: A serious difficulty in determining the importance of credit constraints in education arises because standard data sources do not provide a direct way of identifying which students are credit constrained. This has forced researchers to adopt a variety of indirect approaches. This paper differentiates itself from previous work by taking a direct approach for providing evidence about this issue which is made possible by unique longitudinal data that have been collected specifically for this type of purpose. Our results suggest that, while credit constraints likely play an important role in the drop-out decisions of some students, the large majority of attrition of students from low income families should be primarily attributed to reasons other than credit constraints.

Descriptors: Low Income; Family Financial Resources; Longitudinal Studies; College Students; Credit (Finance); Paying for College; Dropout Characteristics; Dropouts; Dropout Research; Withdrawal (Education); Financial Problems

ERIC #: EJ771509

Title: When Work Matters: The Varying Impact of Work Intensity on High School Dropout

Authors: Lee, Jennifer C.; Staff, Jeremy

Publication Date: 2007-04-00

Pub Types: Journal Articles; Reports - Research

Journal Name: Sociology of Education

Journal Citation: v80 n2 p158-178 Apr 2007

Abstract: While the association between teenagers' work and academic performance continues to be debated in studies of adolescent employment, many researchers have found that "intensive" involvement in paid work increases the risk of high school dropout. It is still unclear, however, whether this relationship is spurious owing to preexisting differences in socioeconomic background, school performance, aspirations, and orientations toward work and school. Using propensity-score matching techniques, the authors address this issue and assess variation in the effects of work hours on the probability of dropping out of high school. The results suggest that long hours on the job do not encourage high school dropout among all students.

Descriptors: High School Students; Socioeconomic Background; Probability; Dropouts; Student Employment; Adolescents; Academic Achievement; Employment Level; Dropout Research; Aspiration; School Attitudes; Student Attitudes

ERIC #: EJ785964

Title: School Characteristics Related to High School Dropout Rates

Authors: Christle, Christine A.; Jolivet, Kristine; Nelson, C. Michael

Publication Date: 2007-00-00

Pub Types: Journal Articles; Reports - Research

Journal Name: Remedial and Special Education

Journal Citation: v28 n6 p325-339 Nov-Dec 2007

Abstract: Dropping out of high school culminates a long-term process of disengagement from school and has profound social and economic consequences for students, their families, and their communities. Students who drop out of high school are more likely to be unemployed, to earn less than those who graduate, to be on public assistance, and to end up in prison. The present study examined dropout rates in Kentucky high schools (N = 196), using both quantitative and

qualitative procedures. Pearson product-moment correlation coefficients were computed to identify those school-level variables that showed strong relationships to dropout rates. A sample of 20 schools with the highest dropout rates was compared to a sample of 20 schools with the lowest dropout rates using a multivariate analysis of variance. Furthermore, 4 schools from each group were selected as case examples. Information gathered from administrator surveys, staff interviews, and on-site observations provided detailed descriptions of the characteristics of schools with high and low dropout rates. The findings of this study demonstrated that a number of school variables are differentially related to dropout rate. Implications of these findings for school reform are discussed.

Descriptors: Dropout Rate; Dropouts; Multivariate Analysis; Correlation; Institutional Characteristics; Dropout Research; High Schools; Comparative Analysis; High Risk Students; Outcomes of Education; School Holding Power

ERIC #: ED496657

Title: A Data-Mining Approach to Differentiate Predictors of Retention

Authors: Yu, Chong Ho; DiGangi, Samuel A.; Jannasch-Pennell, Angel; Lo, Wenjuo; Kaprolet, Charles

Publication Date: 2007-02-00

Pub Types: Reports - Evaluative; Speeches/Meeting Papers

Journal Name: Online Submission

Journal Citation: Paper presented at the EDUCAUSE Southwest Conference (Austin, TX, Feb 2007)

Abstract: Student retention is an important issue for all university administrators and faculty due to the potential negative impact of student attrition. In this study, retention rates will be studied with data from sophomore students who initially enrolled in the 2002 academic year at Arizona State University, following these students through their junior year. While it is not surprising to learn that retention is tied to "earned hours," it is out of our expectation to see that retention is strongly tied to "spatial" factors, including residence (in state/out of state) and living location (on campus/off campus). (Contains 2 figures and 1 table.)

Descriptors: School Holding Power; Student Attrition; Academic Persistence; Dropout Research; College Students; Predictor Variables; Dropout Rate; Statistical Analysis; Methods Research

ERIC Full-Text:

<http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED496657>

ERIC #: ED496201

Title: Course Credit Accrual and Dropping Out of High School. Issue Brief. NCES 2007-018

Authors: Hampden-Thompson, Gillian; Kienzl, Gregory; Daniel, Bruce; Kinukawa, Akemi

Publication Date: 2007-04-00

Pub Types: Reports - Research

Journal Name: National Center for Education Statistics

Journal Citation:

Abstract: In this Issue Brief, differences in the average number of course credits earned between high school graduates and dropouts, both within and accumulated across academic years, are examined in order to describe enrollment and completion behavior of high school graduates and dropouts. Differences in course credit accrual by selected subjects (English, mathematics, and science) are also reported. Data for this study are drawn from high school transcripts collected in

2005 as part of the first follow-up to the National Center for Education Statistics (NCES) Education Longitudinal Study of 2002 (ELS:2002). These high school transcripts provide enrollment histories, graduation dates, and coursetaking patterns. The findings from the analysis indicate that high school dropouts earn fewer credits than do on-time graduates within each academic year, and the gap in course credits accrued between dropouts and on-time graduates increased across academic years. Differences were also observed in the course credit accrual of dropouts and on-time graduates by selected subjects (e.g., mathematics, science, and English). In addition, the gap in the cumulative number of course credits accrued between on-time graduates and dropouts grew more pronounced over time, and the disparity in cumulative course credits was most evident in the final academic year in which they earned any course credits. (Contains 2 tables, 1 figure, and 7 endnotes.)

Descriptors: High Schools; Dropouts; Credits; High School Graduates; Dropout Research; Comparative Analysis; Enrollment Trends; Graduation Rate; Dropout Rate; English Instruction; Mathematics Education; Science Education; Longitudinal Studies; Grade 10; Grade 11; Grade 12
ERIC Full-Text:

<http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED496201>

ERIC #: EJ738593

Title: High School Dropouts Say Lack of Motivation Top Reason to Quit

Authors: Gewertz, Catherine

Publication Date: 2006-03-08

Pub Types: Journal Articles; Reports - Descriptive

Journal Name: Education Week

Journal Citation: v25 n26 p1, 14 Mar 2006

Abstract: High school dropouts interviewed for a study released in early March, 2006, were far more likely to say they left school because they were unmotivated, not challenged enough, or overwhelmed by troubles outside of school than because they were failing academically. This article discusses this study, which consisted of four focus groups with dropouts in Philadelphia and Baltimore, as well as interviews with 467 dropouts from 25 large cities, small towns, suburbs, and rural areas.

Descriptors: Student Motivation; Dropouts; Focus Groups; Student Attitudes; Dropout Research

ERIC #: ED498643

Title: Curriculum Leadership: Curriculum For the at Risk Students

Authors: Berkins, Cynthia Lawry; Kritsonis, William Allan

Publication Date: 2007-00-00

Pub Types: Journal Articles; Reports - Evaluative

Journal Name: Online Submission

Journal Citation: The Lamar University Electronic Journal of Student Research Fall 2007

Abstract: Over the last decade, between 347,000 and 544,000 10th- through 12th-grade students left school each year without successfully completing a high school program Status dropout rates represent the proportion of young people ages 16 through 24 who are out of school and who have not earned a high school credential. Status rates are higher than event rates because they include all dropouts in this age range, regardless of when they last attended school. (NCES, 2002). The purpose of this article is to examine the reasons why students drop out and possible solutions. Findings suggest that students from career academies have higher academic achievement upon

leaving high school, less need for remediation in English at the university, and a 4 percentage-point increase in graduation from the university than students who are not from academies (Naylor, 2004).

Descriptors: Instructional Leadership; Curriculum Evaluation; Dropout Research; Dropout Programs; Dropout Rate; Dropout Prevention; High Risk Students; Career Academies; Statistical Surveys; Data Analysis; Continuation Students

ERIC Full-Text:

<http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED498643>

ERIC #: EJ790266

Title: Emotional Competence and Drop-Out Rates in Higher Education

Authors: Kingston, Emma

Publication Date: 2008-00-00

Pub Types: Journal Articles; Reports - Research

Journal Name: Education & Training

Journal Citation: v50 n2 p128-139 2008

Abstract: Purpose: The purpose of this paper is to compare the emotional competence of first year undergraduates enrolled on a high or low drop-out rate (HDR and LDR, respectively) course, at a newly established university within the UK. Design/methodology/approach: A mixed methods approach using both quantitative and qualitative data collection methods was used. The Trait Emotional Intelligence Questionnaire (TEIQue) established participants' emotional competence, and semi-structured interviews were used to probe the findings from the TEIQue. Findings: The results indicate that typical HDR course participants have high self-esteem and a good level of interpersonal skills, but are controlled by their emotions and exhibit an external locus of control. This manifests itself in a distrust of peers as a source of support and a reactive attitude to self-improvement. Typical LDR course participants have low self-esteem and a good level of intrapersonal skills, but have developed the ability to control their emotions and exhibit an internal locus of control. This manifests itself in a high level of confidence in peers as a source of support and a proactive attitude to self-improvement. Originality/value: The paper contributes to the learning styles literature by investigating the impact of students' characteristic affective behaviours on their vulnerability to drop-out. (Contains 3 tables.)

Descriptors: Locus of Control; Emotional Intelligence; Interpersonal Competence; College Freshmen; Dropout Rate; Self Esteem; Foreign Countries; Emotional Response; Peer Influence; Peer Relationship; Student Behavior; Affective Behavior; Dropout Research; Student Attitudes

ERIC #: EJ777784

Title: Gifted Dropouts: Personality, Family, Social, and School Factors

Authors: Hansen, Jan B.; Toso, Suzannah Johnston

Publication Date: 2007-00-00

Pub Types: Journal Articles; Reports - Descriptive

Journal Name: Gifted Child Today

Journal Citation: v30 n4 p30-41 Fall 2007

Abstract: This article shares findings from a research study on 14 gifted dropouts. The first author designed the study after she came in contact with four gifted young men who chose to leave school rather than put up with what they described as low-level curriculum and a culture

that disrespected them. The intent of the study was to explore why gifted students drop out of school and examine the effects of dropping out on their plans for the future.

Descriptors: Academically Gifted; Dropouts; Family Influence; Family Environment; Males; Dropout Characteristics; School Culture; Educational Environment; Student Attitudes; High School Students; Student Experience; Personality Traits; Dropout Research; High Risk Students; Stress Variables; Coping; Advocacy

ERIC #: ED501587

Title: The Employment Retention and Advancement Project: Results from the Valuing Individual Success and Increasing Opportunities Now (VISION) Program in Salem, Oregon

Authors: Molina, Frieda; Cheng, Wan-Lae; Hendra, Richard

Publication Date: 2008-04-00

Pub Types: Reports - Evaluative

Journal Name: MDRC

Journal Citation:

Abstract: The Employment Retention and Advancement (ERA) project is the most comprehensive effort thus far to ascertain which approaches help welfare recipients and other low-income people stay steadily employed and advance in their jobs. Launched in 1999 and slated to end in 2009, the ERA project encompasses more than a dozen demonstration programs and uses a rigorous research design to analyze the programs' implementation and impacts on research sample members, who were randomly assigned to the study groups. This evaluation report presents interim results for the Salem, Oregon, site in the national ERA project. The study found that (1) a pre- to post-employment model of providing retention and advancement services was difficult for program operators to implement; (2) VISION operated in a difficult economic and fiscal environment, suffering from staff turnover and cutbacks, funding shortages, and management issues; and (3) VISION did not achieve its goals of helping participants secure better jobs and advance in the labor market. These results are not the final word on the VISION program in Salem. MDRC will continue to track the impacts of VISION using unemployment insurance records. Six appendixes are included: (1) Supplementary Tables for "Introduction"; (2) Notes for Tables and Figures Displaying Results Calculated with Administrative Records Data; (3) Notes for Tables and Figures Displaying Results Calculated with Responses to the ERA; (4) Supplementary Tables for "Early Economic Impacts of VISION"; (5) ERA 12-Month Survey Response Analysis for Salem, Oregon; and (6) Examples of Employment-Related Measures Analyzed in This Report. (Contains 26 tables, 2 figures, and 11 boxes.)

Descriptors: Demonstration Programs; Program Effectiveness; Welfare Recipients; Labor Turnover; Formative Evaluation; Program Implementation; Economic Impact; Program Evaluation; Low Income Groups; Persistence; Dropout Research; Performance Factors; Guidance Objectives; Guidance Programs

ERIC Full-Text:

<http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED501587>

ERIC #: EJ775438

Title: "I Just Didn't Feel Like I Fit in": The Role of Habitus in University Dropout Decisions

Authors: Lehmann, Wolfgang

Publication Date: 2007-00-00

Pub Types: Journal Articles; Reports - Evaluative

Journal Name: Canadian Journal of Higher Education

Journal Citation: v37 n2 p89-110 2007

Abstract: In recent years, there has been an increasingly pervasive discourse regarding the need for high levels of post-secondary education for life course success in a knowledge economy. Correspondingly, most Western industrialized nations have seen a drastic increase in university enrolment. Although we do know that access to university continues to be constrained by social class, we know little about factors contributing to dropping out of university. Using qualitative data obtained through semi-structured interviews, in this paper I investigate whether first-generation student status and social class affect individuals' university experiences and decisions to drop out. Key findings suggest that first-generation students are more likely to leave university early--often despite solid academic performance. Reasons for leaving university without graduating are centred around class-cultural discontinuities, such as not fitting in, not "feeling university," and not being able to relate to other students. These discontinuities are interpreted as a clash between an old and a newly developing habitus. (Contains 1 table and 3 notes.)

Descriptors: Access to Education; Social Class; Correlation; Dropouts; First Generation College Students; Human Capital; College Students; Dropout Research; Student Attrition; School Holding Power; Alienation; Parent Background; Qualitative Research

ERIC #: ED497057

Title: Dropout Risk Factors and Exemplary Programs: A Technical Report

Authors: Hammond, Cathy; Linton, Dan; Smink, Jay; Drew, Sam

Publication Date: 2007-05-00

Pub Types: Reports - Evaluative

Journal Name: National Dropout Prevention Center/Network (NDPC/N)

Journal Citation:

Abstract: Communities In Schools (CIS) is the nation's fifth-largest youth-serving organization and the leading dropout prevention organization, delivering resources to nearly one million students in 3,250 schools across the country. To further their network-wide commitment to evidence-based practice, CIS collaborated with the National Dropout Prevention Center/Network at Clemson University (NDPC/N) to conduct a comprehensive study of the dropout crisis in the United States. Specifically, the intent of the study was to: (1) Identify the risk factors or conditions that significantly increase the likelihood of students dropping out of school; and (2) Identify exemplary, evidence-based programs that address the identified risk factors and conditions. A number of lessons can be gleaned from the research on risk factors and evidence-based programs for practitioners implementing either existing programs or developing new ones. First, multiple risk factors across several domains should be addressed wherever possible to increase the likelihood that the program will produce positive results. Second, multiple strategies should be used to help assure program impact. Effective programs often used some combination of personal assets and skill building, academic support, family outreach, and environmental/organizational change (Catalano et al., 1999; Gottfredson, 1998; Lehr et al., 2004). Third, when adopting an existing exemplary program, research points to the need for these programs to be fully implemented and to be implemented as they were designed (Midwest Regional Center for Drug-Free Schools and Communities [MRC], 1994A; National Institute on Drug Abuse [NIDA], 2004). Fourth, program planners who develop their own strategies need to use evidence-based strategies proven to impact the risk factors they are addressing and develop strategies based on best practice. Finally, whether adopting an existing program or developing a

new one, practitioners need to use evidence-based strategies to evaluate programs to assure effectiveness. The following are appended: (1) Review and Identification Steps and Criteria; (2) Risk Factor Domains and Categories; (3) Additional Risk Factor Charts and Information; (4) Individual and Family Domain Risk Factor Descriptions; (5) The Matrix of Prevention Programs; (6) Exemplary Program Charts and Additional Information; and (7) Descriptions of Exemplary Programs. (Contains 10 charts and 10 tables.)

Descriptors: Dropouts; Risk; Dropout Programs; Dropout Prevention; Program Effectiveness; Family Influence; Individual Characteristics; Program Descriptions; Dropout Research; Instructional Program Divisions

ERIC Full-Text:

<http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED497057>

ERIC #: EJ766421

Title: Why Students Drop Out

Authors: Azzam, Amy M.

Publication Date: 2007-04-00

Pub Types: Journal Articles; Reports - Descriptive

Journal Name: Educational Leadership

Journal Citation: v64 n7 p91-93 Apr 2007

Abstract: A recent study by Civic Enterprises for the Bill and Melinda Gates Foundation examined the views of diverse youth, ages 16-25, who had failed to complete high school. "The Silent Epidemic: Perspectives of High School Dropouts" lists students' reasons for leaving school and suggests actions that schools, states, and the federal government can take. The dropouts in the study identified five major reasons for leaving school. They were bored with school (47 percent); had missed too many days and could not catch up (43 percent); spent time with people who were not interested in school (42 percent); had too much freedom and not enough rules in their lives (38 percent); and were failing (35 percent). Most dropouts blamed themselves--rather than their schools or teachers--for dropping out. Nevertheless, they suggested five actions that schools could take to improve students' chances of completing school: (1) Make school more engaging through real-world, experiential learning; (2) Improve instruction and supports for struggling learners; (3) Improve school climate; (4) Ensure that students have a relationship with at least one adult in the school; and (5) Improve communication between parents and schools. The report suggests a multipronged approach to dealing with the dropout epidemic. Schools and communities should promote experiential learning, smaller learning communities, and alternative schools. States should raise the legal dropout age to 18 and develop data systems that accurately reflect graduation and dropout rates. The federal government should review the Current Population Survey and other data it collects to ensure its accuracy. Finally, the government needs to evaluate dropout prevention programs and help disseminate best practices. (Contains 2 endnotes.)

Descriptors: Federal Government; Experiential Learning; Dropout Prevention; Dropout Programs; Dropout Rate; Dropouts; Dropout Research; Attitude Measures; Student Attitudes; Psychological Patterns; Peer Influence; Academic Failure; Student Motivation; Relevance (Education); Educational Improvement; High Risk Students; Educational Environment; Teacher Student Relationship; Parent School Relationship; Small Classes; Nontraditional Education; State Government

ERIC #: EJ781067

Title: The Public Returns to Public Educational Investments in African-American Males

Authors: Levin, Henry M.; Belfield, Clive; Muennig, Peter; Rouse, Cecilia

Publication Date: 2007-12-00

Pub Types: Journal Articles; Reports - Evaluative

Journal Name: Economics of Education Review

Journal Citation: v26 n6 p699-708 Dec 2007

Abstract: This paper calculates the public savings (financial benefits) from greater public investments in the education of African-American males. Over one-fifth of each age cohort of black males in US is not a high school graduate. We identify five interventions that would--based on credible research--increase the graduation rate; we also report the public cost of each intervention. We then calculate the lifetime public benefits in terms of increased tax revenues and lower spending on health and crime. In present values, for a black male aged 20, these public benefits amount to \$256,700 per new graduate and the median intervention would cost only \$90,700. The benefit/cost ratio is 2.83. Simply equating the high school graduation rate of black males with that of white males would yield public savings of \$3.98 billion for each age cohort. These results suggest that increased investments in education for black males at risk of dropping out of high school should be an economic priority.

Descriptors: High Schools; Intervention; Taxes; Graduation Rate; Graduation; Males; Cost Effectiveness; Academic Failure; High Risk Students; Dropout Prevention; Dropout Research

ERIC #: EJ803024

Title: Towards a More Telling Way of Understanding Early School Leaving

Authors: Hodgson, David

Publication Date: 2007-00-00

Pub Types: Journal Articles; Reports - Evaluative

Journal Name: Issues in Educational Research

Journal Citation: v17 n1 p40-61 2007

Abstract: This paper is concerned with research into early school leaving. A narrative interview approach was used to document and analyse the experiences, processes and decisions that a small sample of boys made prior to leaving school, in this case, before completing year 10 and 11. Data collected in 2004 indicate that schools along with students co-construct the decisions and educational pathways that many students find themselves on, pathways which sometimes lead to withdrawal, disengagement, and, finally, leaving school. On the surface, it can appear as though early school leaving is an individualised and rational phenomenon, associated perhaps with easy-to-define events that precipitate the action of leaving school. This paper suggests that early school leaving has contradictory and institutionalised histories, and that "winnowing" may be an apt metaphor to describe this process. (Contains 1 footnote and 1 table.)

Descriptors: Dropout Research; Dropouts; Dropout Characteristics; Interviews; Personal Narratives; Males; Grade 10; Grade 11; Student Motivation; School Holding Power; Academic Persistence; Foreign Countries; School Culture

ERIC #: EJ800815

Title: Evaluating Minority Retention Programs: Problems Encountered and Lessons Learned from the Ohio Science and Engineering Alliance

Authors: White, Jeffrey L.; Altschuld, James W.; Lee, Yi-Fang

Publication Date: 2008-08-00

Pub Types: Information Analyses; Journal Articles

Journal Name: Evaluation and Program Planning

Journal Citation: v31 n3 p277-283 Aug 2008

Abstract: The retention rates for African-Americans, Hispanics, and Native-Americans in science, technology, engineering, and mathematics (STEM) are lower than those of White or Asian college students. In response, the National Science Foundation formed statewide partnerships of universities to develop programs to address this disparity. The deliberations and experiences in evaluating one such partnership are retrospectively reviewed. Problems and issues encountered during conceptualization and implementation are presented. Lessons learned from this endeavor should generalize to similar situations and provide guidance for others new to or interested in evaluating STEM retention programs as well as those evaluating collaborative endeavors. (Contains 4 tables.)

Descriptors: School Holding Power; Science Programs; Dropout Research; Academic Persistence; Formative Evaluation; Minority Groups; Guidance Programs; Partnerships in Education

ERIC #: EJ805600

Title: Trajectories of Anxiety during Elementary-School Years and the Prediction of High School Noncompletion

Authors: Duchesne, Stephane; Vitaro, Frank; Larose, Simon; Tremblay, Richard E.

Publication Date: 2008-10-00

Pub Types: Journal Articles; Reports - Research

Journal Name: Journal of Youth and Adolescence

Journal Citation: v37 n9 p1134-1146 Oct 2008

Abstract: Previous research has provided mixed results regarding the effect of anxiety on academic achievement. Building on this body of research, the present longitudinal study pursued two goals. The first goal was to describe trajectories of anxiety during elementary-school years. The second goal was to determine the predictive value of these trajectories on high school noncompletion after controlling for personal (i.e., gender, classroom behaviors, and academic achievement) and familial (i.e., sociofamilial adversity) characteristics. A community sample of 1,817 children (887 boys, 930 girls) participated in this study. Results showed that anxiety tended to fluctuate from kindergarten to Grade 6 for different groups of children. Furthermore, the result of a logistic regression analysis indicated that group membership for anxiety predicted high school noncompletion by age 20. As a whole, these findings suggest that considering heterogeneous developmental patterns of anxiety during elementary-school years appears quite useful for predicting an important outcome such as high school noncompletion.

Descriptors: High School Students; Academic Achievement; Grade 6; Anxiety; Longitudinal Studies; Elementary School Students; Predictor Variables; Gender Differences; Student Behavior; Family Influence; Family Characteristics; Age Differences; Dropout Research; Dropout Characteristics

ERIC #: ED501203

Title: A Review of "Avoidable Losses: High Stakes Accountability and the Dropout Crisis."

REL Technical Brief. REL 2008-No. 001

Authors: Wilkins, C.

Publication Date: 2008-02-00

Pub Types: Reports - Research

Journal Name: Regional Educational Laboratory Southwest

Journal Citation:

Abstract: REL Southwest received a request to review the report "Avoidable Losses: High Stakes Accountability and the Dropout Crisis" to assess the soundness of the study methodology and the appropriateness of the conclusions drawn in the report. The review found that conclusions drawn in this study cannot be generalized and are significantly overstated: (1) the study was conducted in one school district in one city in the state of Texas where the in-depth ethnography that makes up a large portion of the study was conducted in a single high school in that district; (2) Generalizing from a single district to all 1,090 school districts in Texas is invalid; and (3) study authors assume that because Texas's accountability system was a model for the No Child Left Behind Act of 2001 their conclusions have "great significance for national education policy"; this review concludes that such broad generalization is unwarranted. Causal claims by study authors do not meet the standards for scientific rigor, even in the single district in which the study was conducted: (1) many of the data in this study were collected through ethnographic methods, essentially unstructured surveys designed to help discover causal hypotheses that could be scientifically tested in later experimental studies; (2) no matter in-depth the observations, a single case study should not be used to draw causal conclusions and "verify" that a "positive answer" exists to the question whether waiver policy caused minority students to drop out of school; and (3) statistical analysis does not lead to causal conclusions unless the study was designed to collect data that can be used in such a manner (as in a randomized controlled trial). That was not the case in this study. The longitudinal data analyzed can be used only to make correlational inferences, not causal ones, no matter what statistical techniques are used. (Contains 6 footnotes.) [This REL Technical Brief was prepared by Regional Educational Laboratory Southwest administered by Edvance Research. Citation for the study reviewed in this report: McNeil, L. M., Coppola, E., Radigan, J., & Vasquez Heilig, J. (2008). Avoidable losses: High-stakes accountability and the dropout crisis. "Education Policy Analysis Archives," 16(3). Retrieved February 20, 2008, from <http://epaa.asu.edu/epaa/v16n3/>.]

Descriptors: Federal Legislation; Academic Achievement; Ethnography; Statistical Analysis; Accountability; Dropout Research; Research Methodology; Experimenter Characteristics; Research Problems; Generalization; Inferences; Data Interpretation

ERIC Full-Text:

<http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED501203>

ERIC #: EJ746212

Title: Comparing Dropouts and Persistence in E-Learning Courses

Authors: Levy, Yair

Publication Date: 2007-02-00

Pub Types: Journal Articles; Reports - Evaluative

Journal Name: Computers and Education

Journal Citation: v48 n2 p185-204 Feb 2007

Abstract: Several studies have been conducted related to dropouts from on-campus and distance education courses. However, no clear definition of dropout from academic courses was provided. Consequently, this study proposes a clear and precise definition of dropout from academic courses in the context of e-learning courses. Additionally, it is documented in literature that

students attending e-learning courses dropout at substantially higher rates than their counterparts in on-campus courses. Little attention has been given to the key factors associated with such substantial difference. This study explores two main constructs: (1) academic locus of control; and, (2) students' satisfaction with e-learning. Results show that students' satisfaction with e-learning is a key indicator in students' decision to dropout from e-learning courses. Moreover, dropout students (non-completers) reported to have significantly lower satisfaction with e-learning than students who successfully completed (completers or persistent students) the same e-learning courses. Additionally, results of this study show that the academic locus of control appears to have no impact on students' decision to drop from e-learning courses.

Descriptors: Dropouts; Distance Education; Comparative Analysis; Locus of Control; Participant Satisfaction; Academic Persistence; Online Courses; Dropout Research; School Holding Power; Literature Reviews; Performance Factors; Student Surveys