



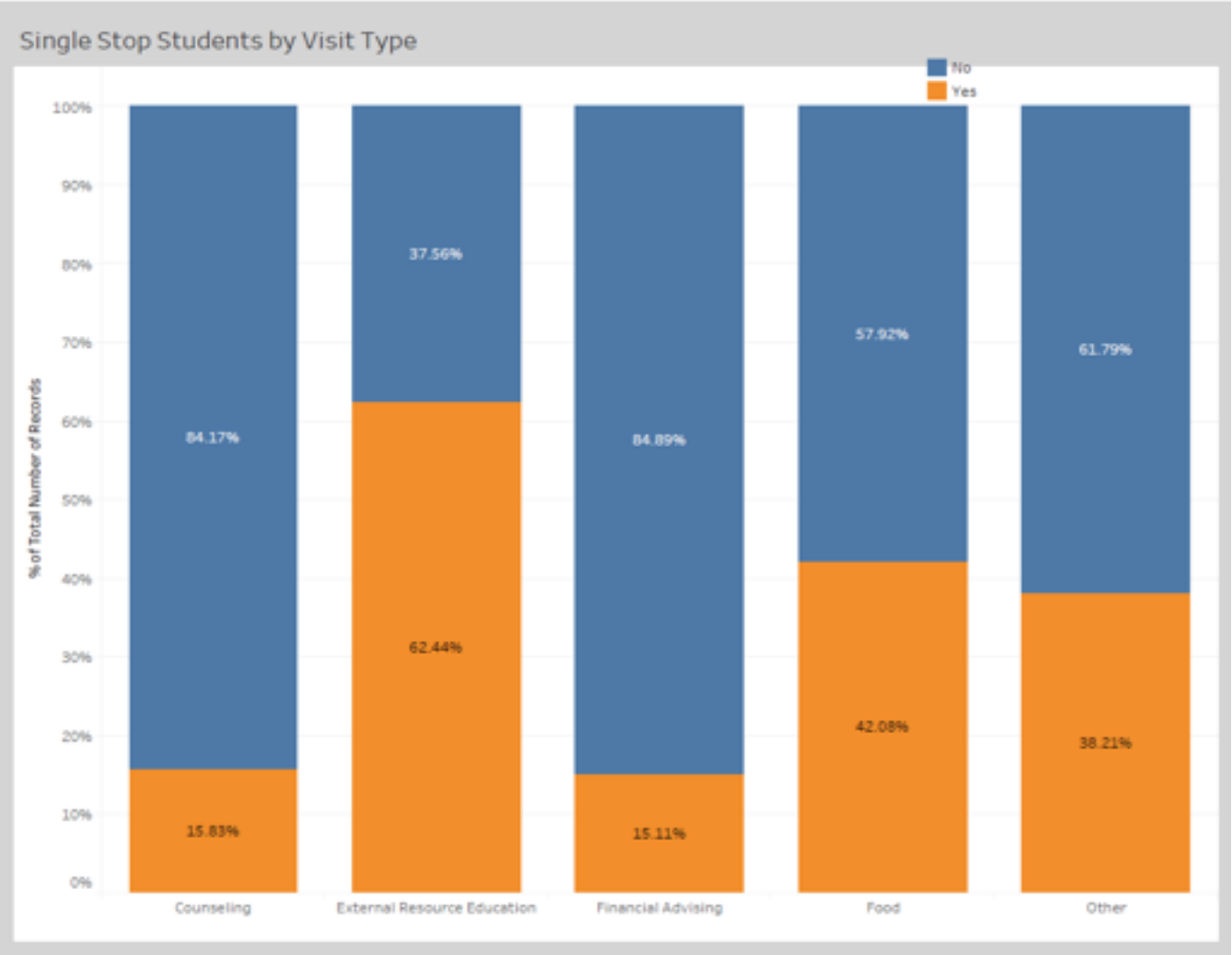
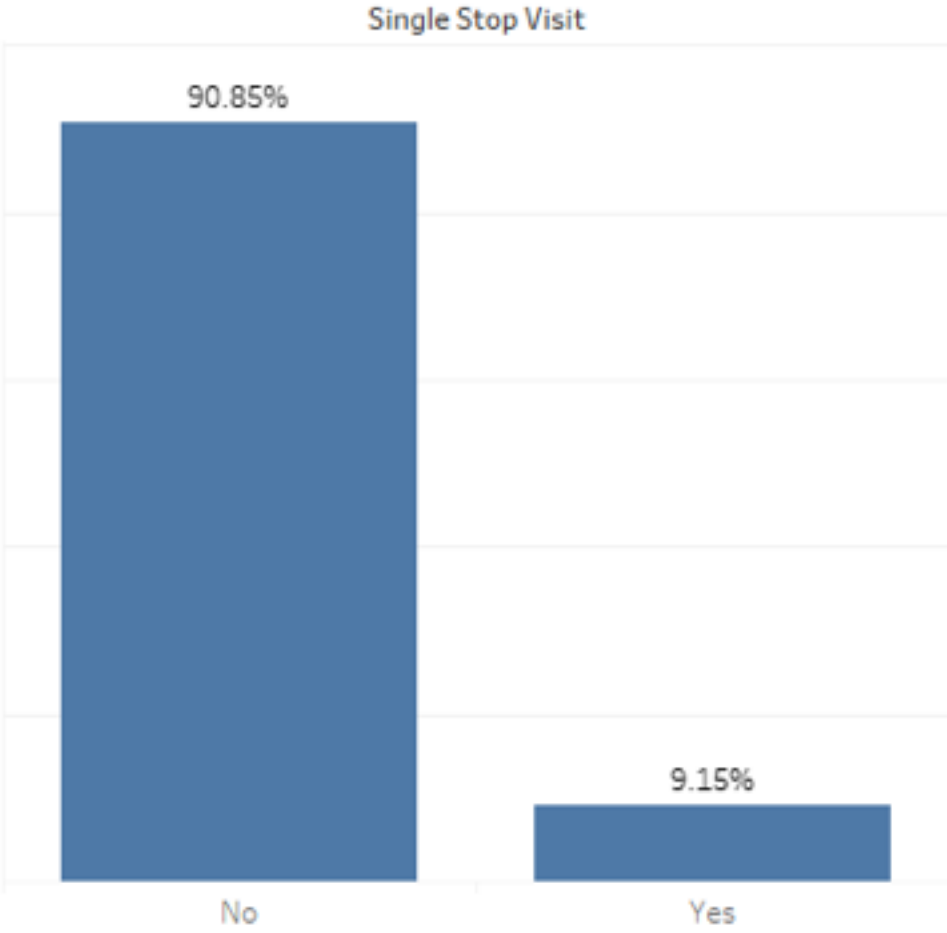
Practicing equity:
Increasing retention, graduation and transfer by
providing basic needs to level the playing field for
community college students

Amy Boudreau, Research Associate
Marilyn Roth, Senior Research Associate
Institutional Effectiveness

Study Context

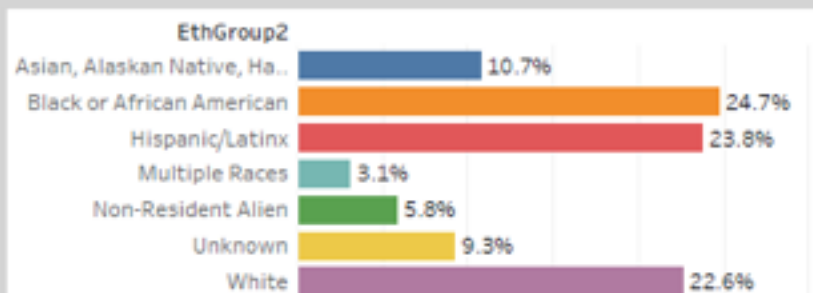
- Whom does Single Stop serve?
- Does visiting Single Stop impact student success outcomes?

Data Collection on Single Stop Visit Types

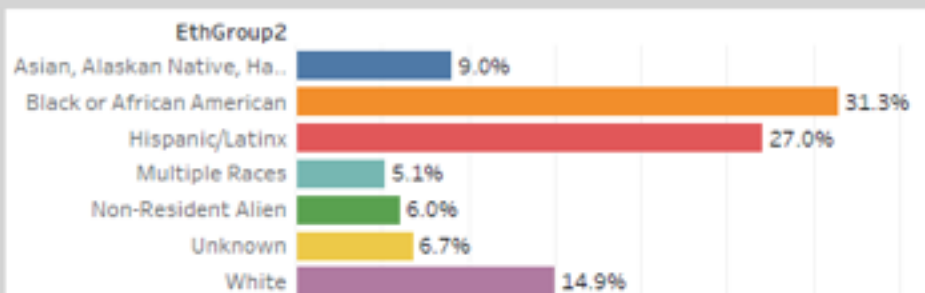


Overall Students vs. Single Stop Students- Demographics

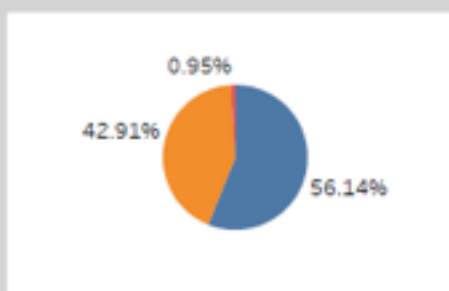
Overall- Race/Ethnicity



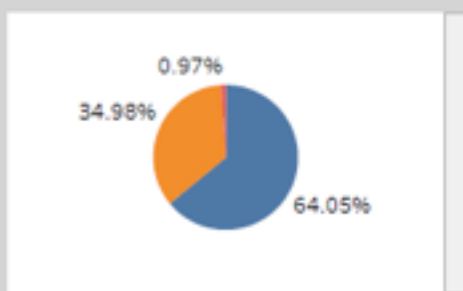
Single Stop-Race/Ethnicity



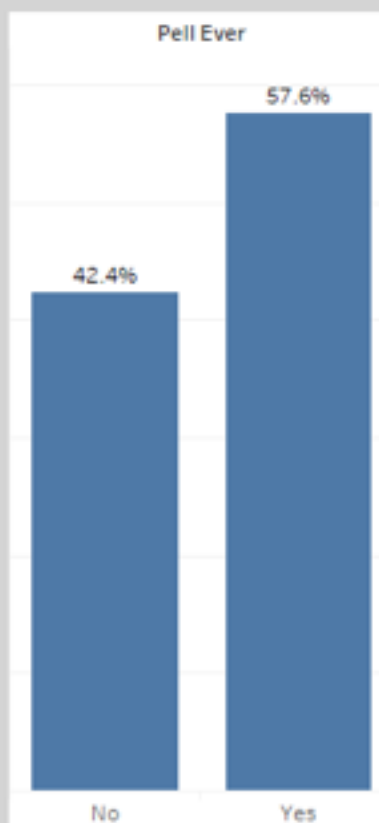
Overall- Gender



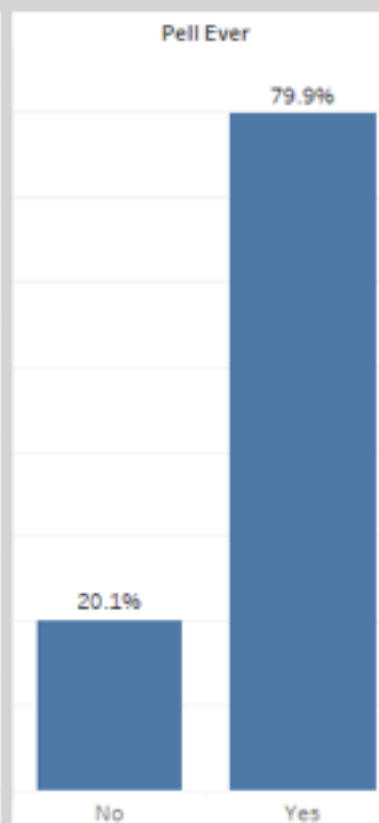
Single Stop- Gender



Overall-Pell Recipients



Single Stop-Pell Recipients



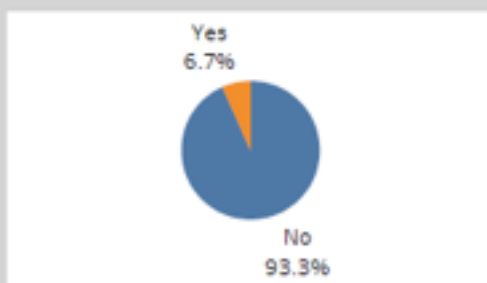
Overall- Age

Median Age 23.0

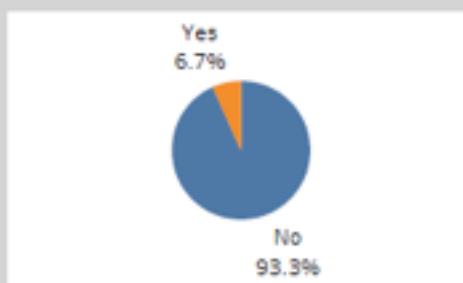
Single Stop Students-Age

Median Age 22.0

Overall- F1 Visa

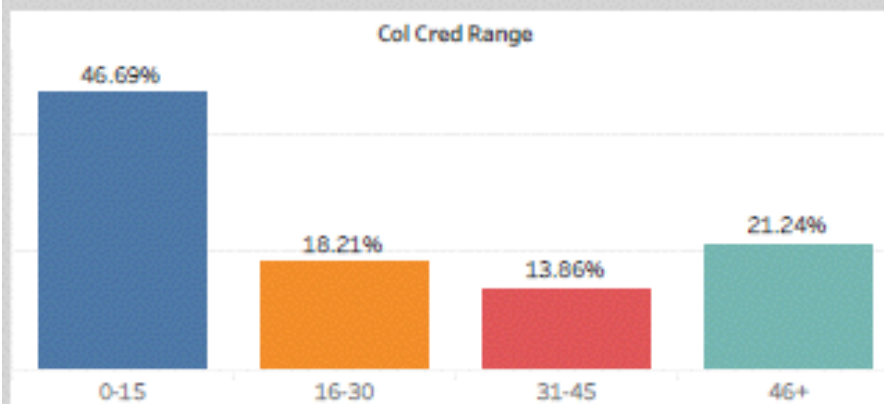


Single Stop-F1 Visa

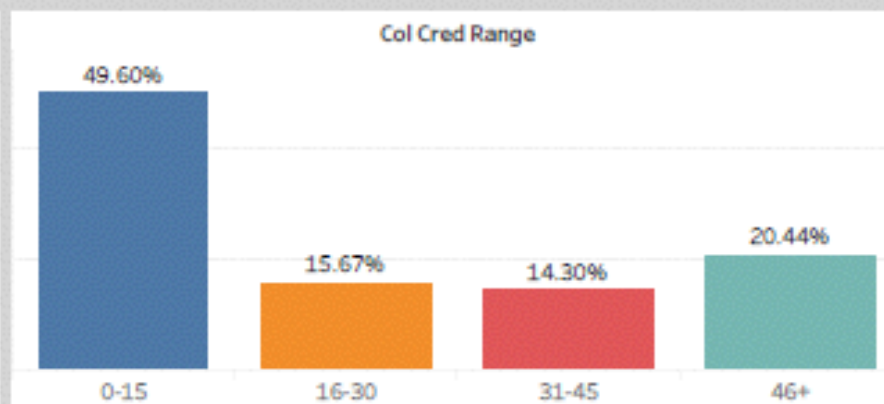


Overall Students vs. Single Stop Students-Academic

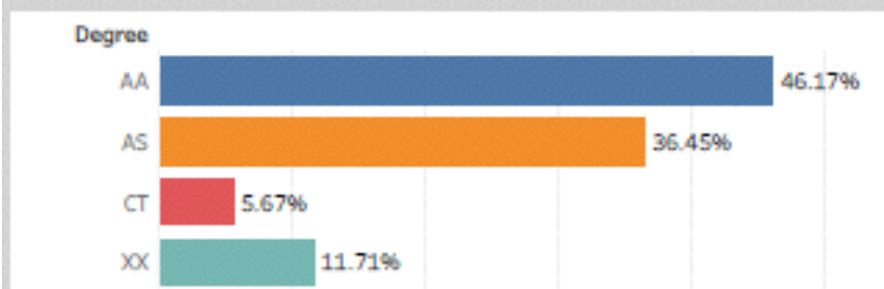
Overall- College Credit Range



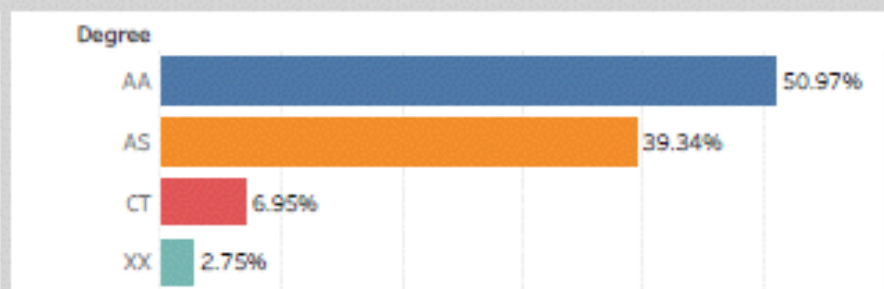
Single Stop-College Credit Range



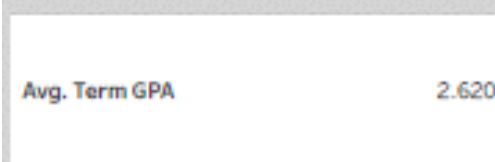
Overall- Degree



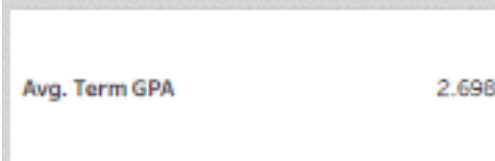
Single Stop- Degree



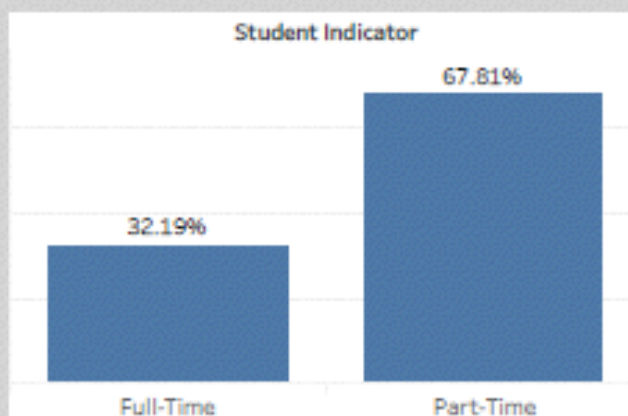
Overall-Term GPA



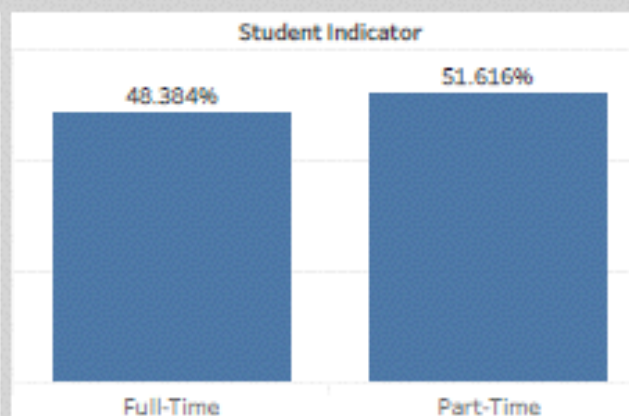
Single Stop-Term GPA



Overall- FT/PT Status

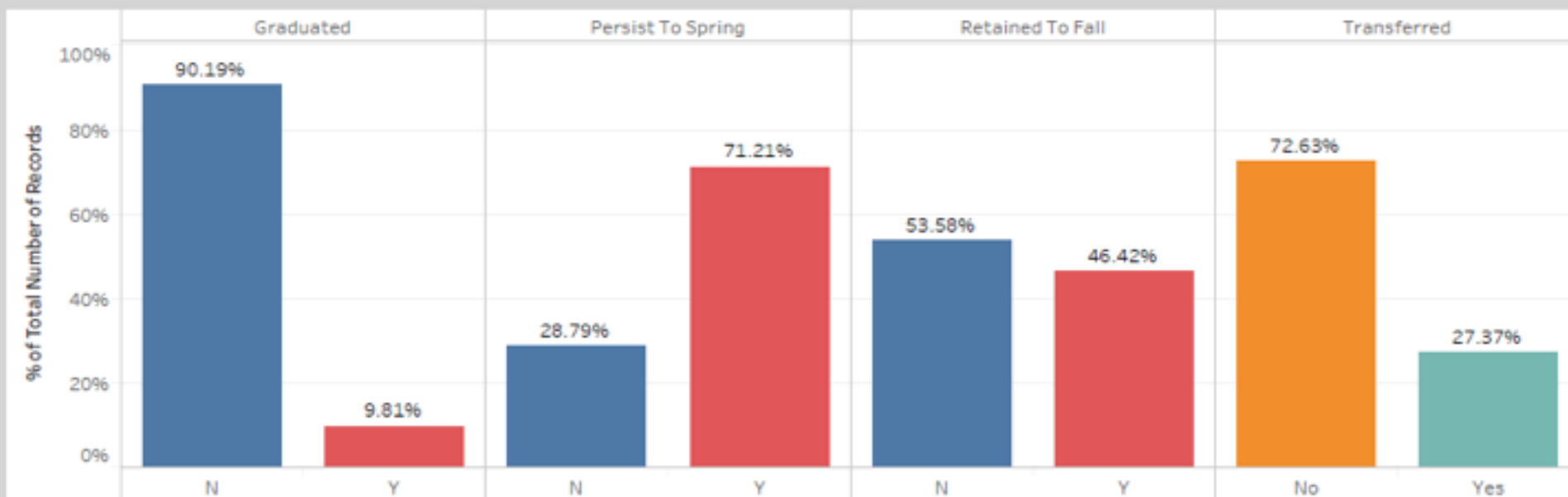


Single Stop- FT/PT Status

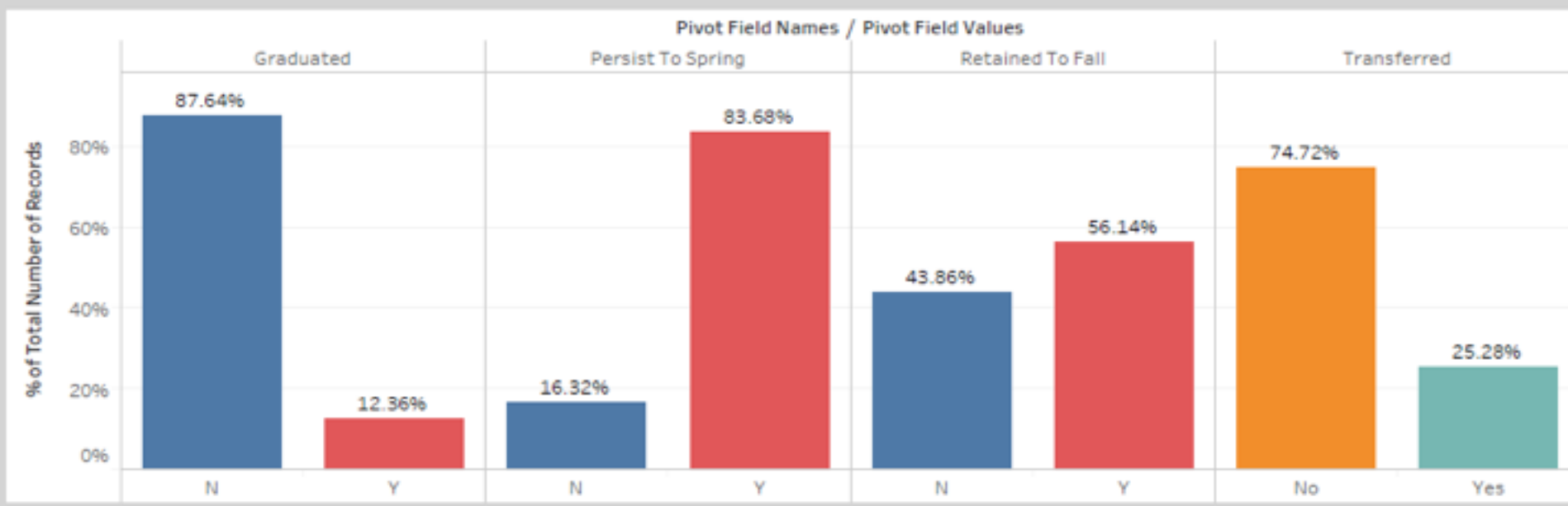


Successful Outcomes by Student Types

All Fall 2016 Student Outcomes



Single Stop Student Outcomes



Logistic Regression: Visiting Single Stop & Student Success

Odds Ratio and 95% Confidence Intervals for visiting Single Stop and a successful outcome within one year for all BHCC students enrolled in Fall 2016 (N=13,533), adjusted for control variables

	Model 1	Model 2	Model 3	Model 4
Adjusted for:	<i>Unadjusted</i>	<i>Demographics</i>	<i>Academics</i>	<i>All variables</i>
	<i>OR (95% CI)</i>	<i>OR (95% CI)</i>	<i>OR (95% CI)</i>	<i>OR (95% CI)</i>
Visited Single Stop in Fall 2016				
Yes	1.46 (1.27, 1.67)***	1.37 (1.19,1.57)***	1.29 (1.11 ,1.49)***	1.21 (1.05,1.41)**
No	1	1	1	1

***p<0.001; **p<0.01; *p<0.05

Logistic Regression: Non-Food Related Single Stop Visit & Student Success

Odds Ratio and 95% Confidence Intervals for a non-food related Single Stop visit and a successful outcome within one year for all BHCC students enrolled in Fall 2016 (N=13,533), adjusted for control variables

	Model 1	Model 2	Model 3	Model 4
Adjusted for:	<i>Unadjusted</i>	<i>Demographics</i>	<i>Academics</i>	<i>All variables</i>
	<i>OR (95% CI)</i>	<i>OR (95% CI)</i>	<i>OR (95% CI)</i>	<i>OR (95% CI)</i>
Visited Single Stop in Fall 2016				
Yes	1.43 (1.24, 1.64)***	1.34 (1.16,1.54)***	1.29 (1.11 ,1.50)***	1.20 (1.03,1.40)**
No	1	1	1	1

***p<0.001; **p<0.01; *p<0.05

Conclusion

- Providing basic needs support closes achievement gaps
- Single Stop is essential in retaining this vulnerable population of students
- Non-food related services like external resource education and financial literacy have proven to be just as effective at impacting student success outcomes

Questions & Discussion