



A Group Comparison Study of Undergraduate Student-Related Indicators of Satisfactory Academic Progress at an Ohio Community College

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Purpose

Each year, thousands of students lose eligibility for federal financial aid due to their academic performance and not meeting the required GPA or minimum Pace of Completion required in Satisfactory Academic Progress policies. This research study explores group differences between variables (type of aid, age categories and race) as they relate to eligibility criteria for federal financial aid, specifically the required GPA and Pace of Completion standards. The dataset used in this study is from an Ohio Community College, $N = 10654$.

Important Terminology

Satisfactory Academic Progress (SAP)

Federally regulated standards monitored by financial aid office, used to ensure a student is successfully making progress toward completing their desired credential

Grade Point Average (GPA)

Students must maintain at least a 2.00 cumulative grade point average (on a 4.00 scale)

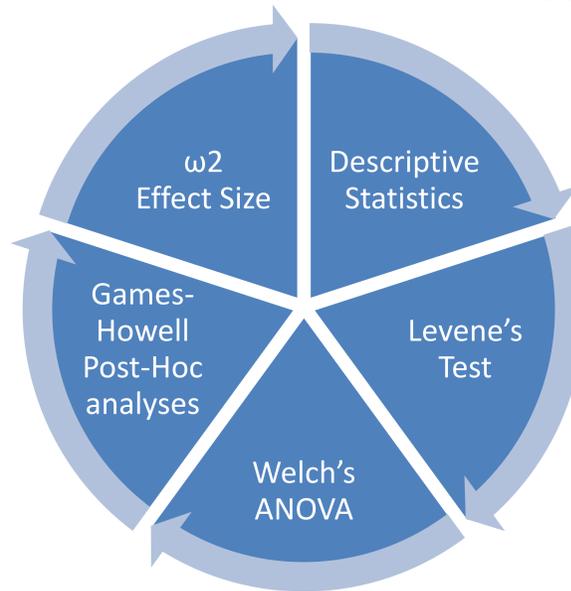
Pace of Completion

Students must maintain at least a 66.67% completion rate (i.e., credit hours successfully completed divided by the credit hours attempted)

Research Questions

- What is the difference between students who receive the Federal Pell Grant, Federal Direct Loans, both the Federal Pell Grant and Federal Direct Loans or neither in terms of the GPA (or Pace of Completion) among undergraduate students at an Ohio Community College?
- What is the difference between traditional age, young professional, and older adult age groups in terms of the GPA (or Pace of Completion) among undergraduate students at an Ohio Community College?
- What is the difference between American/Alaska Native, Asian, Black or African-American, Hawaiian/Pacific Islander, White, or 2 or more race categories in terms of the GPA (or Pace of Completion) among undergraduate students at an Ohio Community College?

Research Methodology



Some Recommendations

For Practitioners:

1. The results of this research suggest that students whose financial aid package include only Direct Loans have a higher GPA and Pace of Completion than other students. Consider this when identifying resources to assist students at risk of failing their SAP standards.
2. Black/African American students are at the greatest risk for failing to meet SAP standards. Support is necessary to assist this group.

For Researchers:

1. Employ qualitative research methods to explore potential reasons for why significance exists between the groups in each category.

Handout Available

Includes Descriptive Statistics, Welch's ANOVA Results, ω^2 Effect Sizes, and Games-Howell Post-Hoc Analyses, as well as selected references.

Means Plots (N=10654)

Statistically significant differences ($p < 0.05$) were found between the 12 pairs of groups in relation to GPA and 10 pairs of groups in relation to Pace of Completion (see Handout for details).

Groups	GPA	Pace of Completion
Aid Type <ol style="list-style-type: none"> 1. Pell Grant ($n=3100$) 2. Direct Loan ($n=1854$) 3. Pell Grant and Direct Loan ($n=2952$) 4. Neither ($n=2748$) 		
Age <ol style="list-style-type: none"> 1. Traditional ($n=6150$) 2. Young Professional ($n=2879$) 3. Older Adult ($n=1625$) 		
Race <ol style="list-style-type: none"> 1. American/Alaska Native ($n=76$) 2. Asian ($n=165$) 3. Black/African American ($n=1767$) 4. Hawaiian/Pacific Islander ($n=23$) 5. White ($n=6692$) 6. 2 or More ($n=454$) 7. Not Reported ($n=1477$) 		