DALLAS COLLEGE
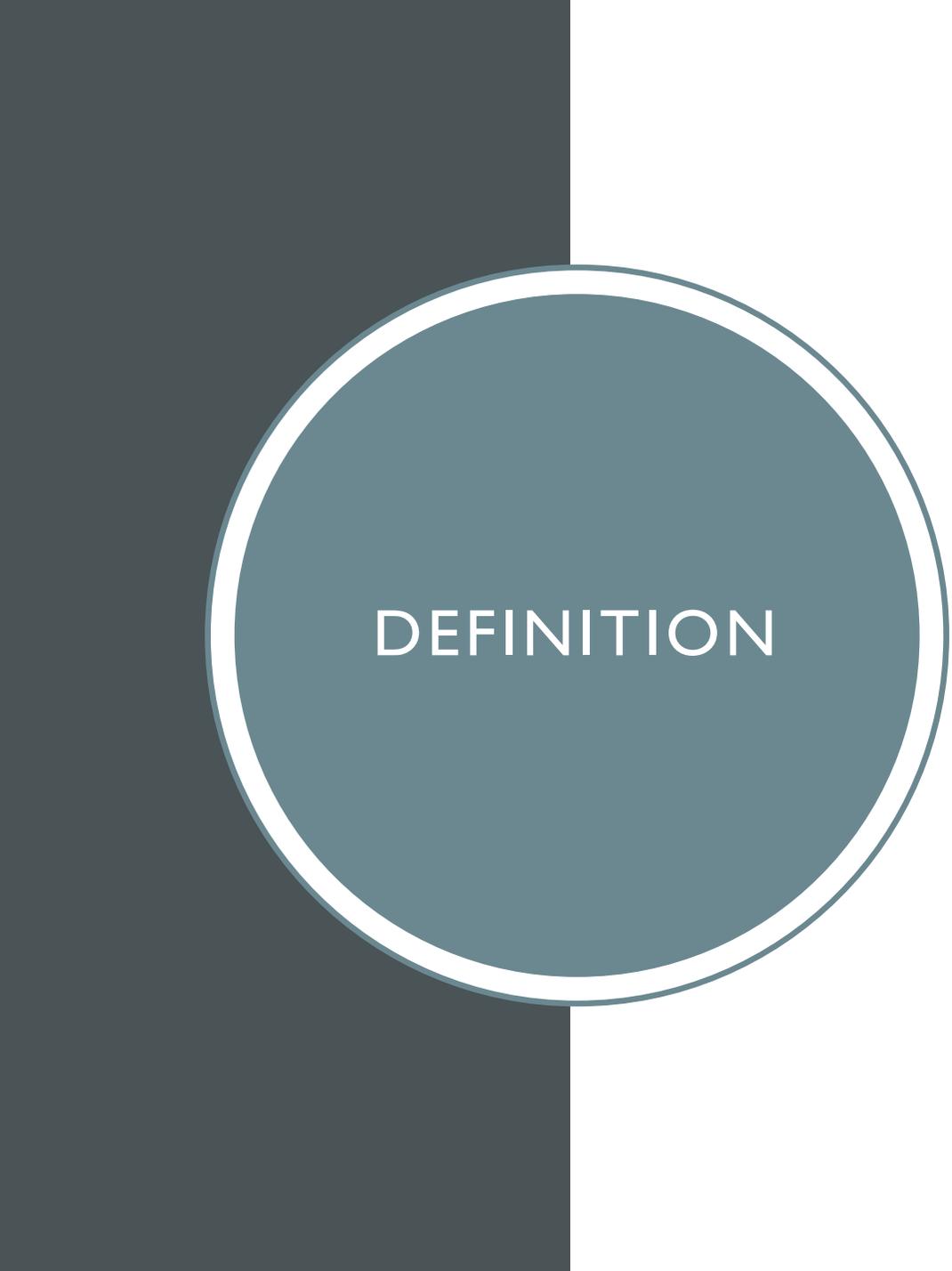
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THE DUAL ROLE OF PARENT AND STUDENT

How Parenthood Impacts Academic Success at Dallas College

DEFINITION

The student-parents population comprises of a group of enrolled students, in any semester, at an institution of higher education, who indicated that they have a child as a dependent (ACES 2023).

KEY LEGISLATION

Legislation	Dallas College Compliance
SB412, Texas Ed. Code. § 51.982	
Discrimination Against Students Due to Pregnancy or Parental Status.	The college provides reasonable accommodations, such as excused absences or work adjustments, and offers a parenting liaison to connect students with essential resources like childcare.
Pregnant or parenting students will be entitled to take a leave of absence.	Accessibility Services assists students in navigating accommodations, which may include excused absences, adjusted deadlines, and flexible exam scheduling.
Reasonable accommodations for pregnancy, childbirth, and related medical conditions must be provided.	Dallas College has appointed one Student-Parent Liaison to connect student-parents with resources and help them understand their rights and responsibilities.
Institutions of higher education are required to adopt a nondiscrimination policy to protect pregnant and parenting students	The college provides reasonable accommodations, such as excused absences or work adjustments, and offers a parenting liaison to connect students with essential resources like childcare.
SB459, Texas Ed. Code. § 51.983	
Parenting students in Texas are now entitled to priority registration.	Priority registration, as outlined in operation calendar, allows currently enrolled students to access the system one week early.
SB597, HB1361, Texas Ed. Code. § 51.982	
Institutions must have a designated support "liaison" for student parents.	Dallas College appointed one Student-Parent Liaison to connect student-parents with resources and help them understand their rights and responsibilities.
Institutions must collect data on student parents in Texas.	Dallas College collects data on student parents through the Sip and application forms. This data is provided to the THECB on a regular basis.

PAST RESEARCH: WHO ARE STUDENT-PARENTS?

- Student parents are individuals with a range of aspirations, challenges needs and identities (Doorley, Elakbawy and Dundar 2023).

- Women are more likely to be student parents with the majority being single mothers.

  - These mothers form one third of all undergraduate women (Gault et al. 2014; IWPR 2016a).

- The majority of mothers in college are single, divorced or widowed, compared to fathers in college, who are married (Reichlin Cruse et al. 2019).

- Student parents generally have fewer financial resources, including contributions from family members, available to them than students without children (GAO, 2019).

- Student parents are more likely to be people of color, with Black students being most likely to be parents (Reichlin Cruse et al. 2019).

- Given that adults aged 25 and older are more likely to be parents than any other age group (U.S. Department of Education, 2015a), it is essential for colleges and universities to adequately target and accommodate mature students.

PAST RESEARCH: REASONS FOR ATTENDING COLLEGE

- Motivational factors include economic mobility and stability and improving children's educational futures beyond their own experiences (Freeman, 2017; Sommer et al., 2018a).

- Universities serve as a place of empowerment and personal development for student parents (Quinn, 2003).

- Educational achievement is passed on to their children, which has positive short term and long-term gains (Baum, Ma, and Payea 2013; Hartmann and Hayes 2013).

PAST RESEARCH: WHAT BARRIERS DO STUDENT-PARENTS FACE?

- Hurdles that impacted academic experience include finance, childcare, time and timing of courses, skills, sense of belonging and confidence (Marandet and Wainwright 2010).
  - Examples include, classes being scheduled at unsocial times due to lack of classroom space (Read et al., 2003).
- More than two-thirds of student parents either are at or below 200 percent of the federal poverty threshold and have high financial insecurities, including food and housing (Goldrick-Rab et al., 2020; Reichlin Cruse et al., 2021).
- Many parents desire to spend more time with their children by enrolling part-time and working less hours (Estes 2011).
- There is also a need for flexibility from professors (Estes 2011).
- Student parents are required to navigate multiple policy systems and programs, if their needs are to be met (Anderson and Green 2022).

PROBLEM STATEMENT

- More than 3.1 million student parents are enrolled in colleges and universities throughout the United States (ACES 2023).

  - Unfortunately, sufficient research has not been performed to better understand the needs of student parents (Goodman, Osche, & Hatch, 2023).

- The results are student parents being overlooked and underserved by policymakers and stakeholders.

- Also, the lack of support and attention to student parents contributes to lower persistence and completion rates than their non parenting counterparts (ACES 2023).

  - Despite earning similar or higher grades (ACES 2023).

- What are the characteristics of student parents at Dallas College?

- What key factors contribute to the success of student parents at Dallas College?

RESEARCH QUESTIONS

RESEARCH METHODS
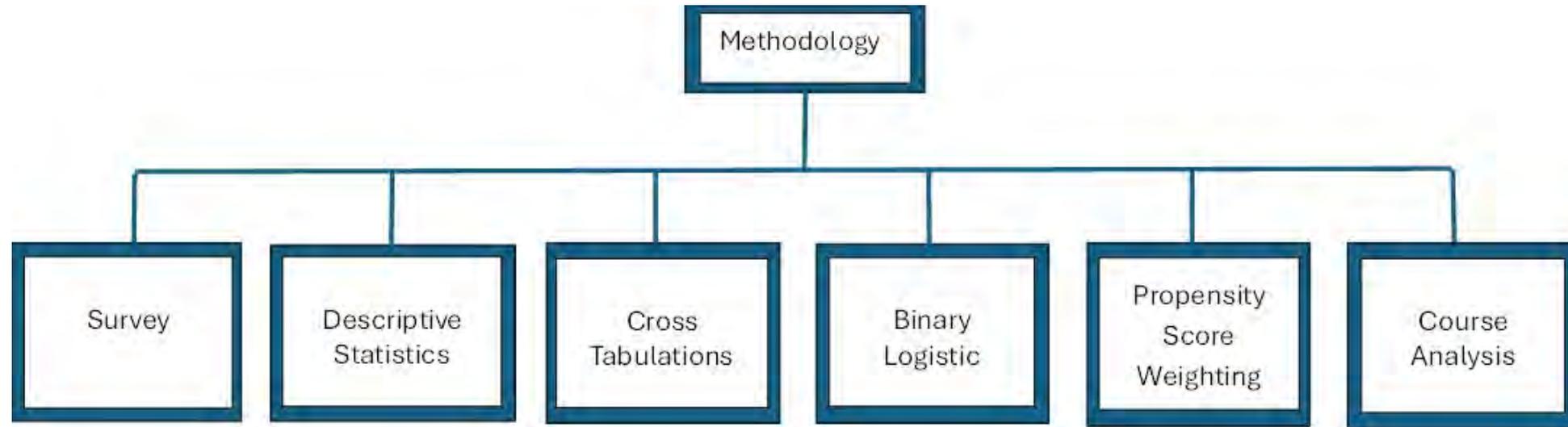
Student Parents by Race/Ethnicity (N = 31,315)

- Asian: 4.8%
- Black / African American: 36.2%
- Hispanic: 39.5%
- White: 12.4%
- Other: 2.9%
- Unknown/Not Reported: 4.3%
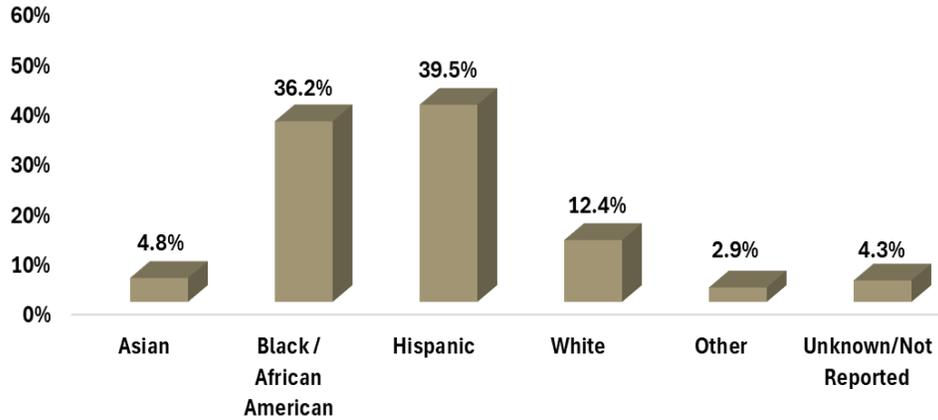
Student Parents by Age (N = 31,315)

- Adult Learners: 62.7% (19,628)
- Non-Adult Learners: 37.3% (11,687)
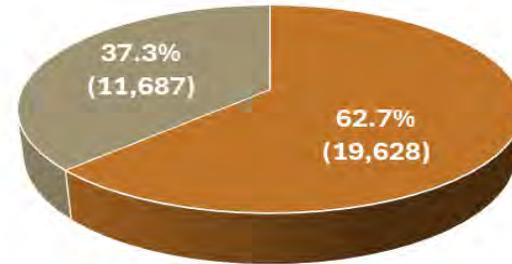
Student Parents by Gender (N = 31,315)

- Female: 73.5% (23,001)
- Male: 26.5% (8,314)
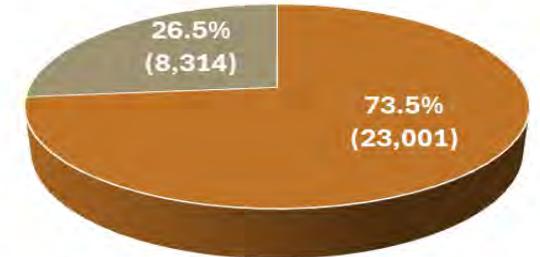
SUMMARY: STUDENT-PARENTS AT DALLAS COLLEGE

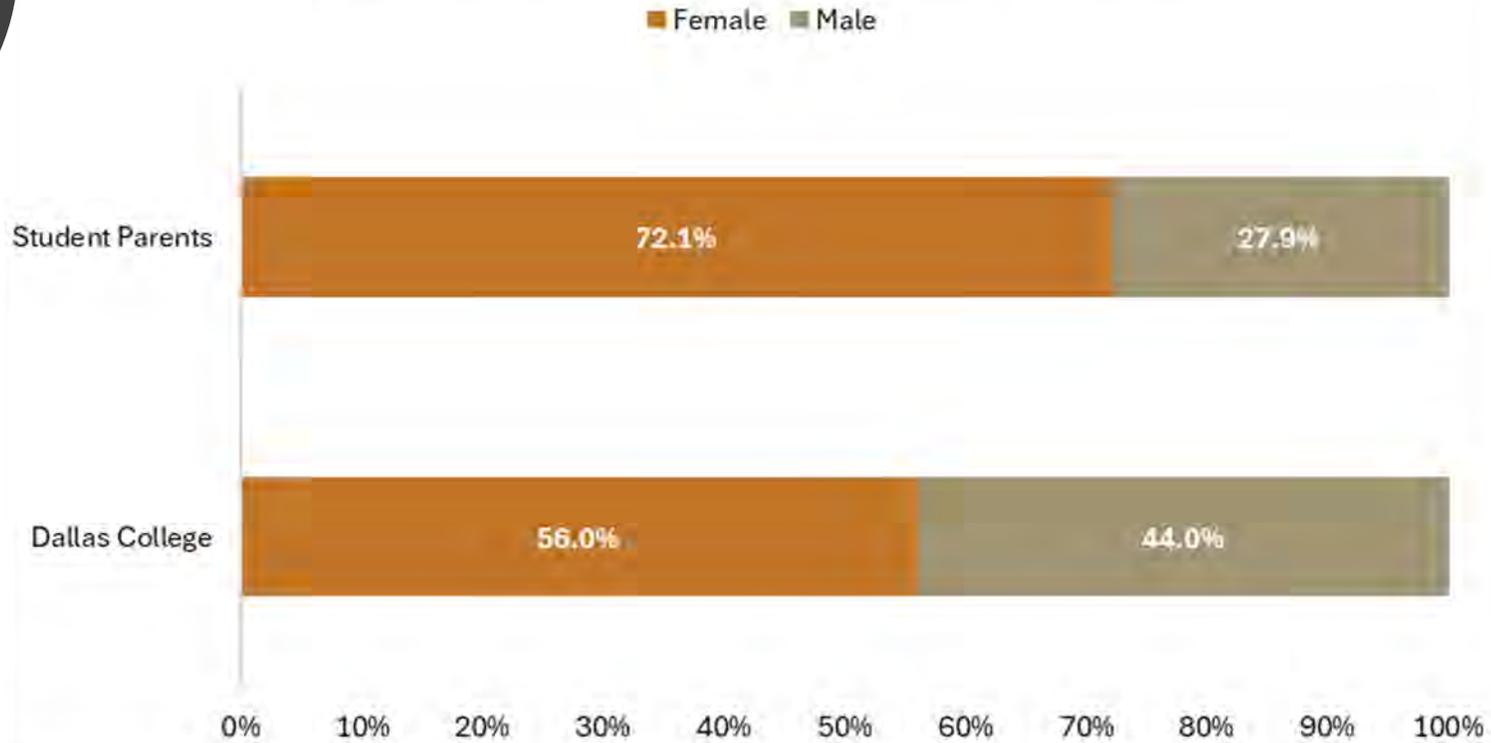# Unique Enrollment for Population Comparison by Fall Terms
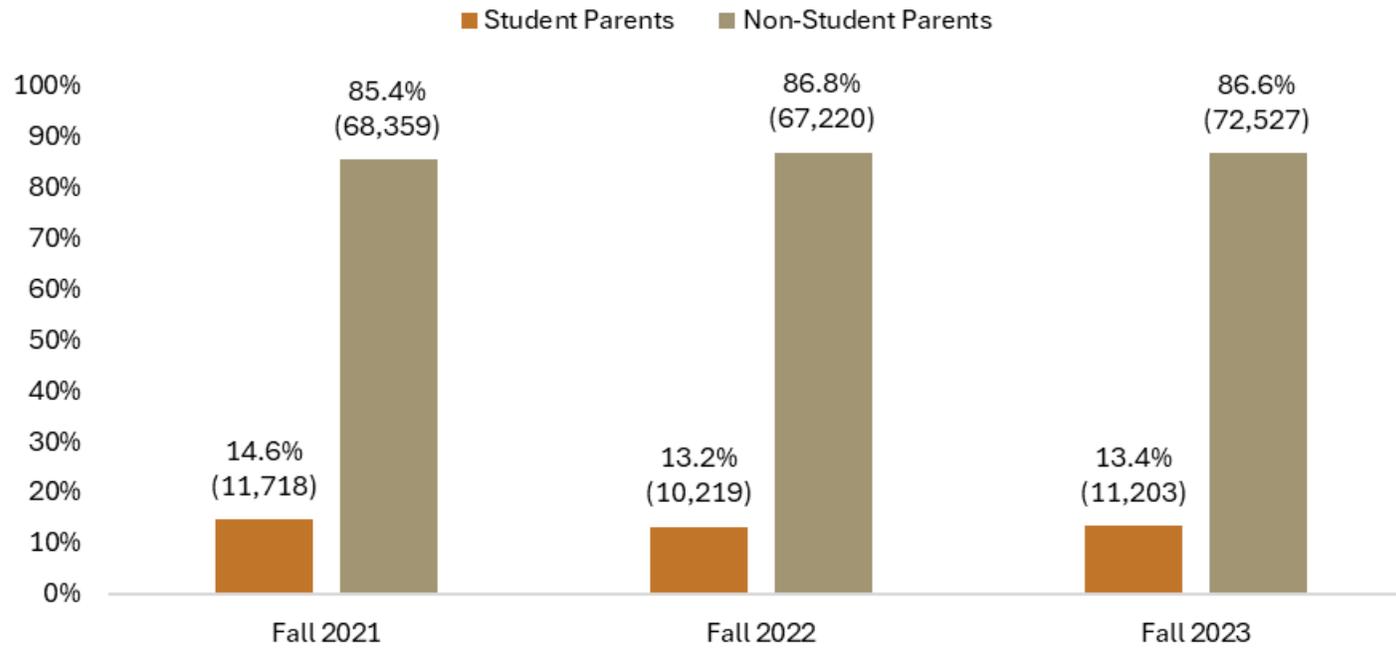
■ Student Parents ■ Non-Student Parents

	Fall 2021	Fall 2022	Fall 2023
Student Parents	14.6% (11,718)	13.2% (10,219)	13.4% (11,203)
Non-Student Parents	85.4% (68,359)	86.8% (67,220)	86.6% (72,527)

STUDENT-PARENT PROFILE
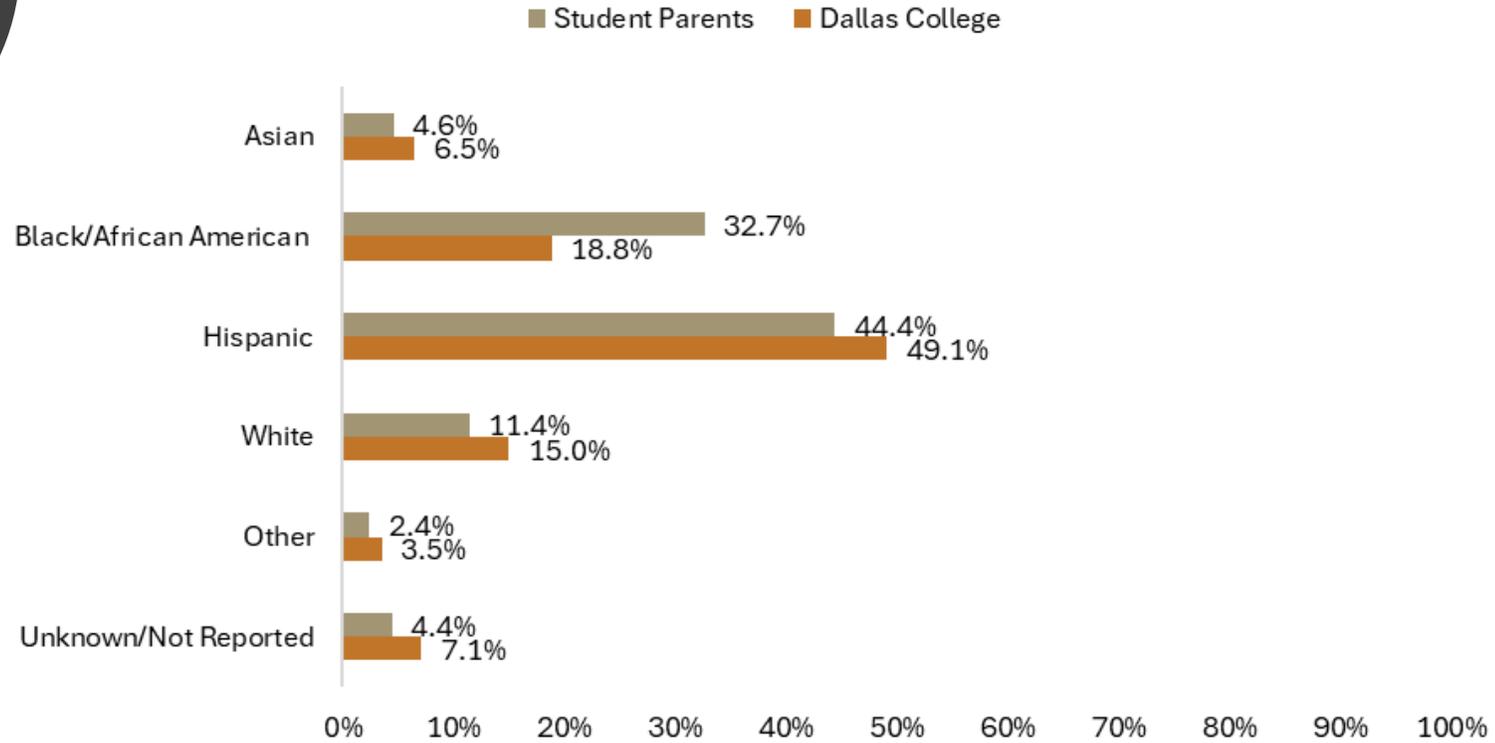
GENDER

Population Comparison by Gender - Fall 2023

■ Female ■ Male

Student Parents: 72.1% Female, 27.9% Male

Dallas College: 56.0% Female, 44.0% Male
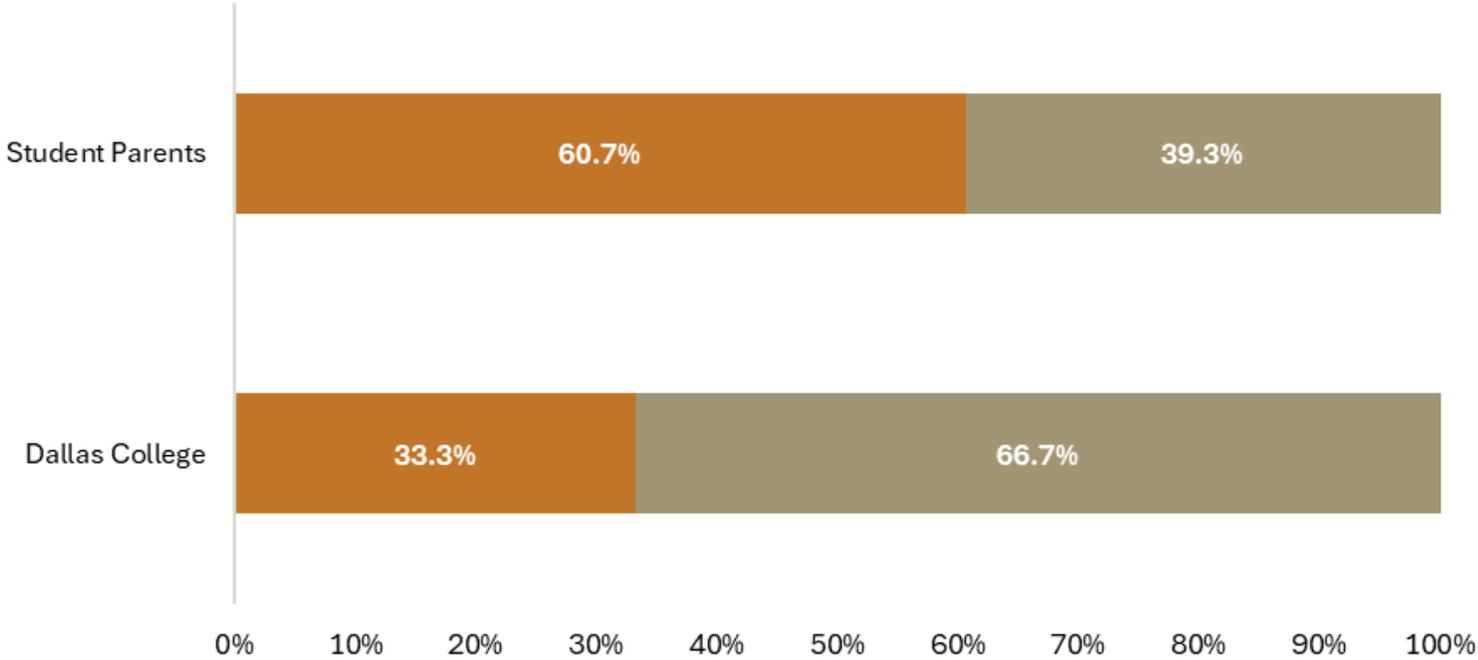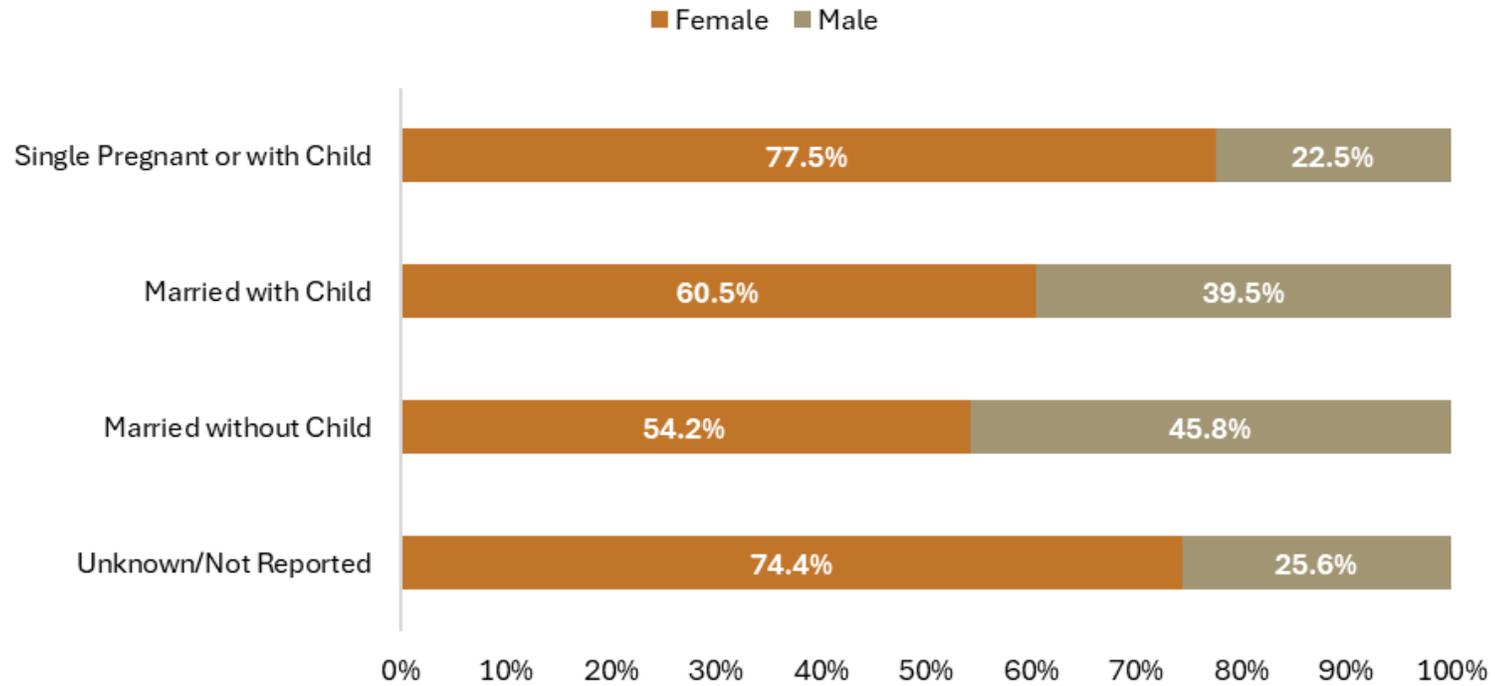
ENROLLMENT STATUS

Population Comparison by End of Term Enrollment Status - Fall 2023

■ Full-Time ■ Part-Time ■ Other

Student Parents: 20.8% | 64.8% | 14.4%

Non-Student Parents: 19.7% | 57.3% | 23.0%

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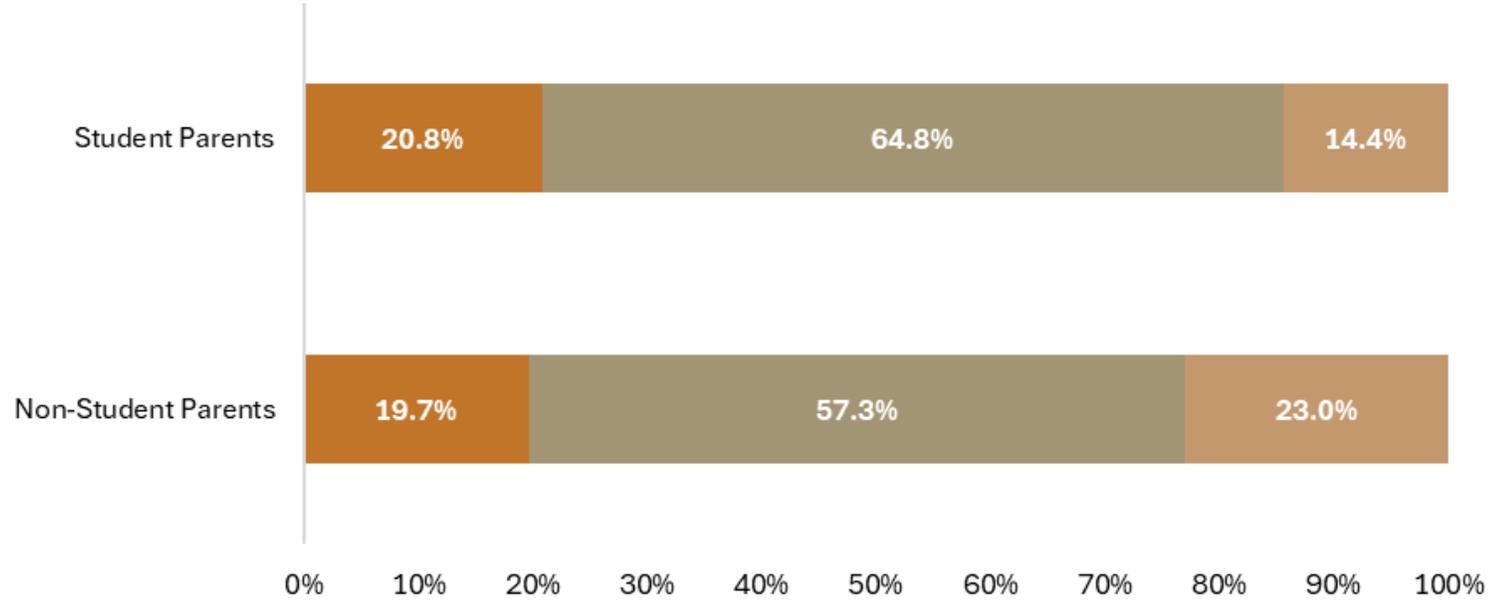
TSI STATUS

Population Comparison by Texas Success Initiative (TSI) Status - Fall 2023

■ Met ■ Not Met

Student Parents — Met 70.2% | Not Met 29.8%

Non-Student Parents — Met 53.1% | Not Met 46.9%
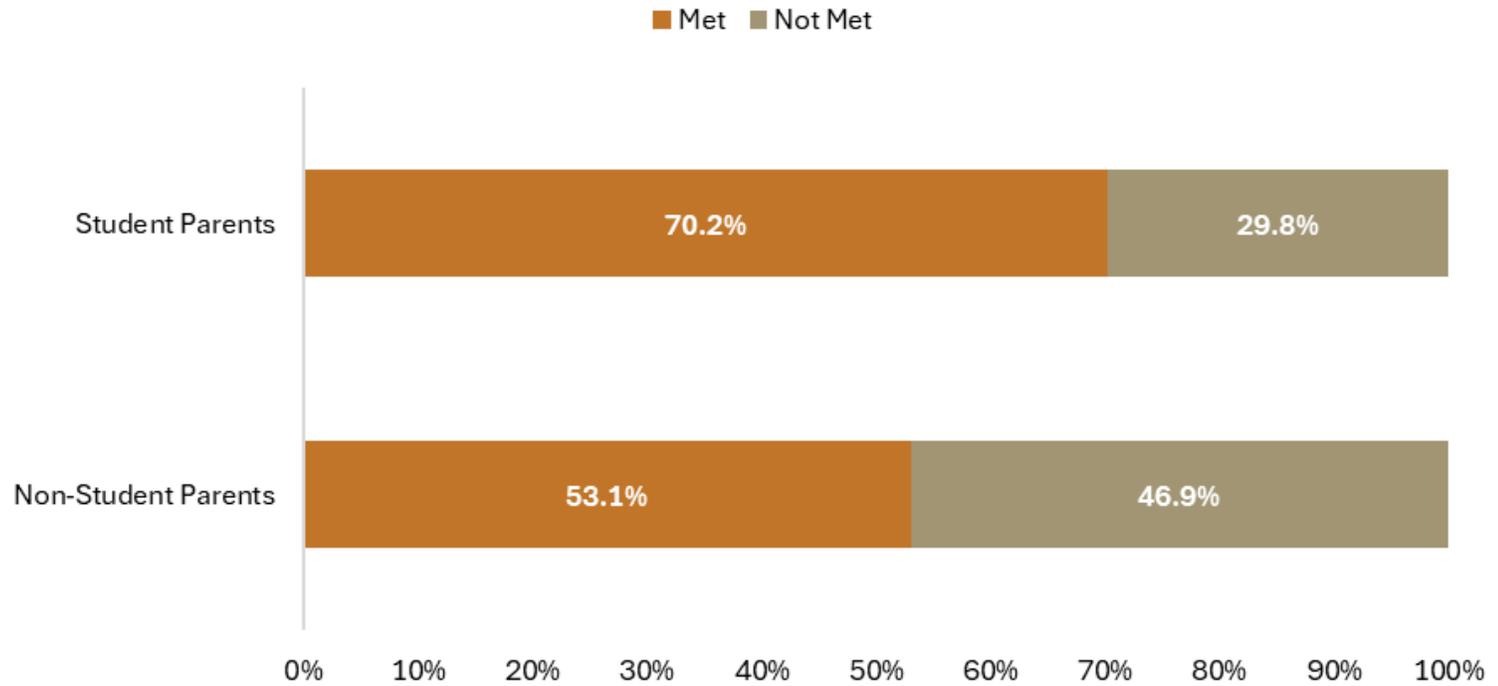
Population by Term GPA - Fall 2023
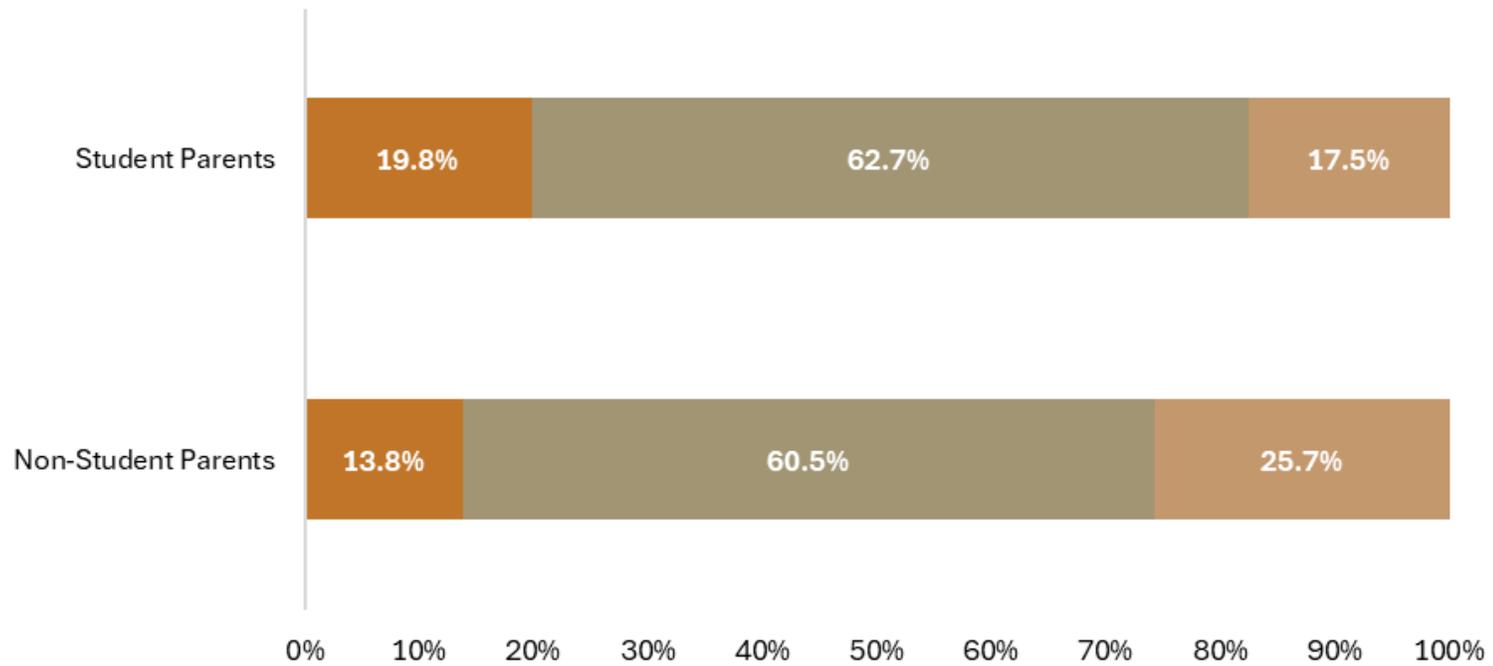
FINANCIAL AID PATTERNS

Population Comparison by
Financial Aid Patterns - Fall 2023

■ Free Aid Only   ■ Loans Only   ■ Combined Aid   ■ No Aid

Student Parents: 43.3% | 0.9% | 13.2% | 42.6%

Non-Student Parents: 51.7% | 0.6% | 2.1% | 45.6%

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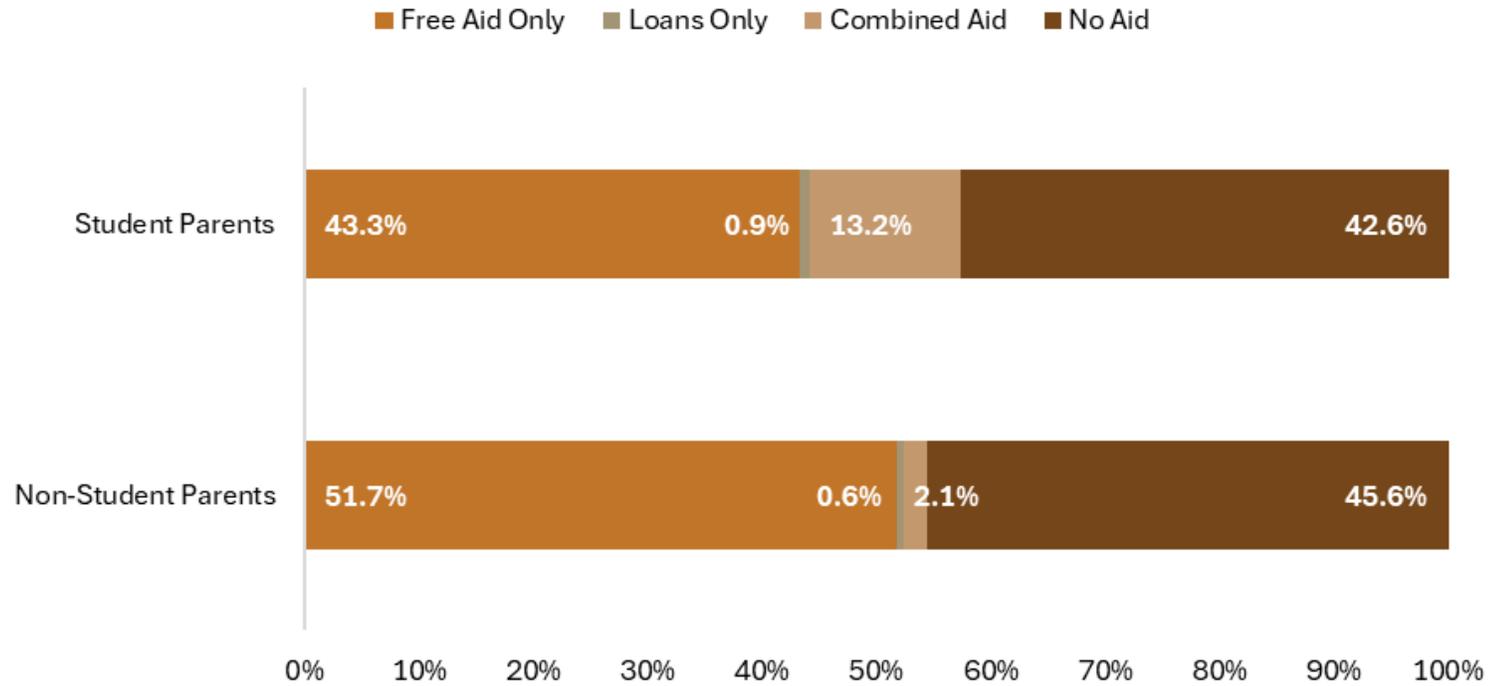
SURVEY FINDINGS

- Lived experience highlights the unique challenges and needs of student parents.
  - Time constraints due to juggling school, work, and family responsibilities are overwhelming.
    - "The student-parents I know struggle with the unexpected problems that arise with being a parent, like children getting sick. This tends to make them miss class and makes them fall behind in their coursework. I think they feel supported by some faculty and not supported by others."
      – Dallas College Faculty
- Stigma and shame around parenting status hinder early resource access.
  - "Single parents believe they will be pitied or treated differently. They often try to handle everything on their own and only when academics have an escalated issue do they disclose their student parent struggles."
    – Dallas College Staff

SURVEY FINDINGS

- Feelings of isolation are common due to limited peer connection opportunities.
  - " Students were not aware of any online resources where student parents can connect with other student parents".
    - Dallas College Student Parent
- Childcare emerges as the primary barrier to success.
  - On one hand, student parents that utilize the family care program currently at Dallas college are "very appreciative…. On the other, the current offerings are described as "insufficient in capacity and accessibility…"
    - Dallas College Staff

Student parents call for more flexible scheduling and family-friendly campus environments to better support their academic journey.
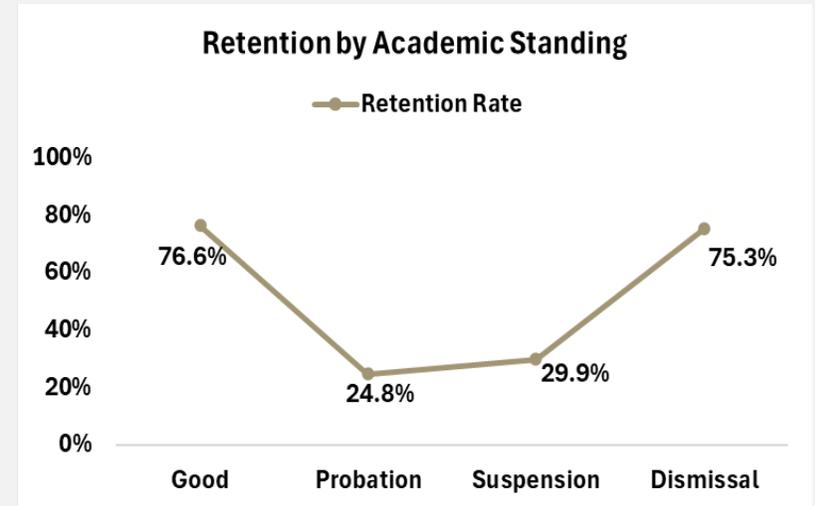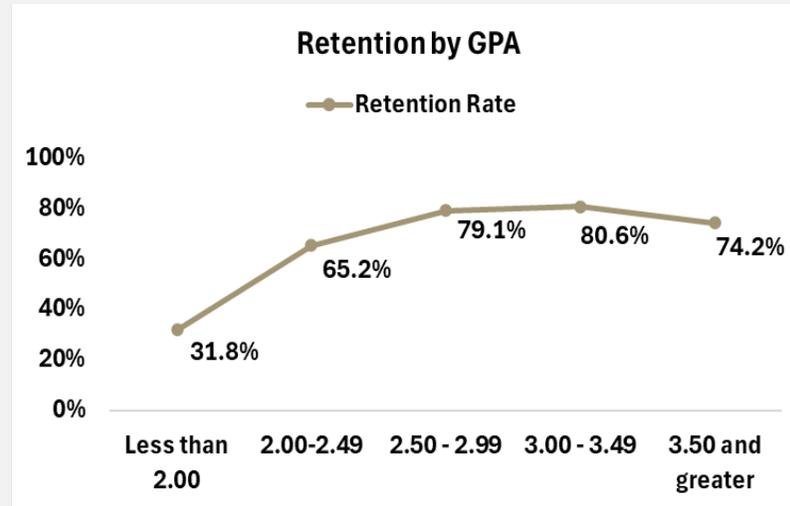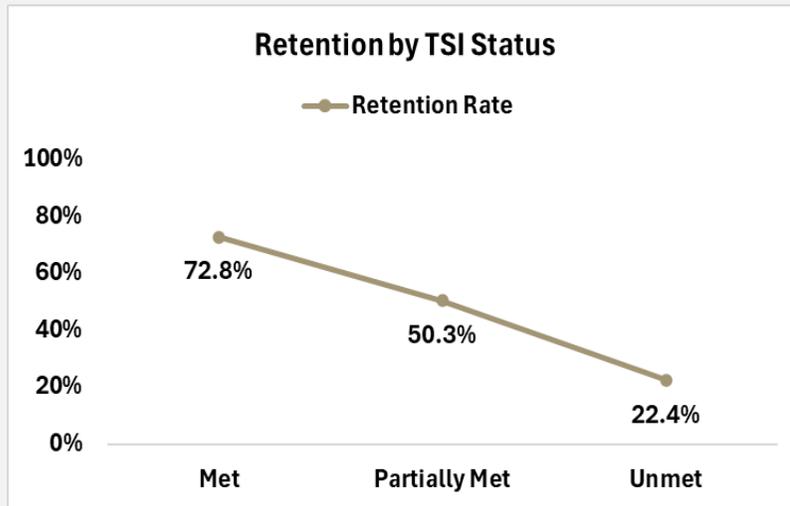
FINDINGS: PROPENSITY SCORE WEIGHTING

- Student parents are less likely to re-enroll at Dallas College than non-student parents.

  - They are 22% less likely to re-enroll in the subsequent spring semester.

	Estimate	Standard Error	Wald Chi-Square	Pr>Chi-Square	Odds Ratio	95% Confidence Interval Lower	Upper
Re-Enrollment in Subsequent Semester (N = 132,817)							
Constant	1.116	0.0663	283.632	0.000	3.052	2.68	3.475
All Students	-0.249	0.0806	9.512	0.002	0.78	0.666	0.913

	Estimate	Standard Error	Wald Chi-Square	Pr>Chi-Square	Odds Ratio	95% Confidence Interval Lower	Upper
Re-Enrollment in Subsequent Semester (N = 79,441)							
Constant	0.993	0.0101	9638.52	0.000	2.700	2.647	2.754
Female Students	-0.186	0.0863	4.651	0.031	0.83	0.701	0.983

	Estimate	Standard Error	Wald Chi-Square	Pr>Chi-Square	Odds Ratio	95% Confidence Interval Lower	Upper
Re-Enrollment in Subsequent Semester (N = 53,376)							
Constant	0.94	0.011	7330.005	0.000	2.56	2.505	2.615
Male Students	-0.348	0.1479	5.54	0.019	0.71	0.528	0.943

FINDINGS: KEY FACTORS

Retention by TSI Status — Retention Rate
- Met: 72.8%
- Partially Met: 50.3%
- Unmet: 22.4%

Retention by GPA — Retention Rate
- Less than 2.00: 31.8%
- 2.00-2.49: 65.2%
- 2.50 - 2.99: 79.1%
- 3.00 - 3.49: 80.6%
- 3.50 and greater: 74.2%

Retention by Academic Standing — Retention Rate
- Good: 76.6%
- Probation: 24.8%
- Suspension: 29.9%
- Dismissal: 75.3%
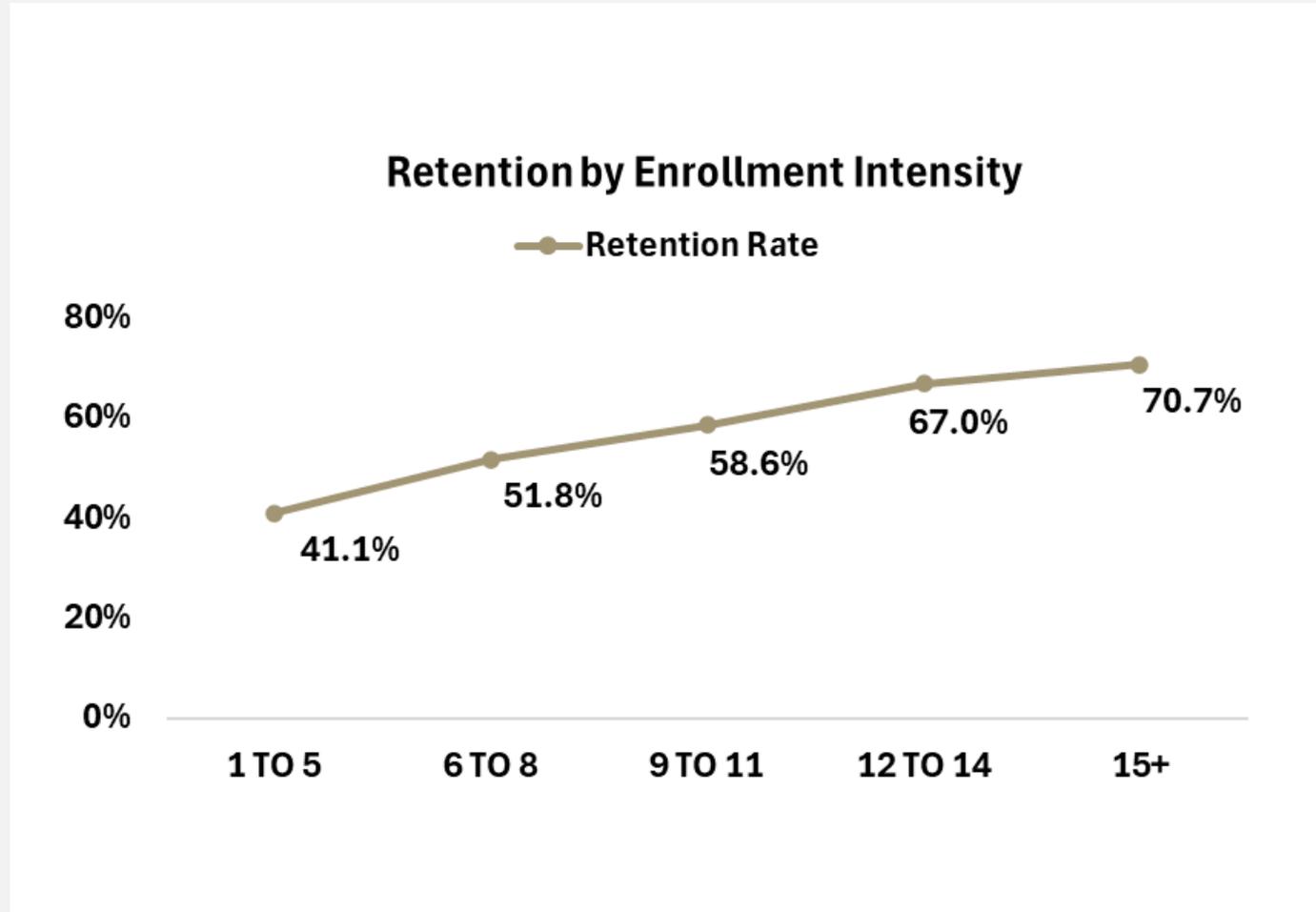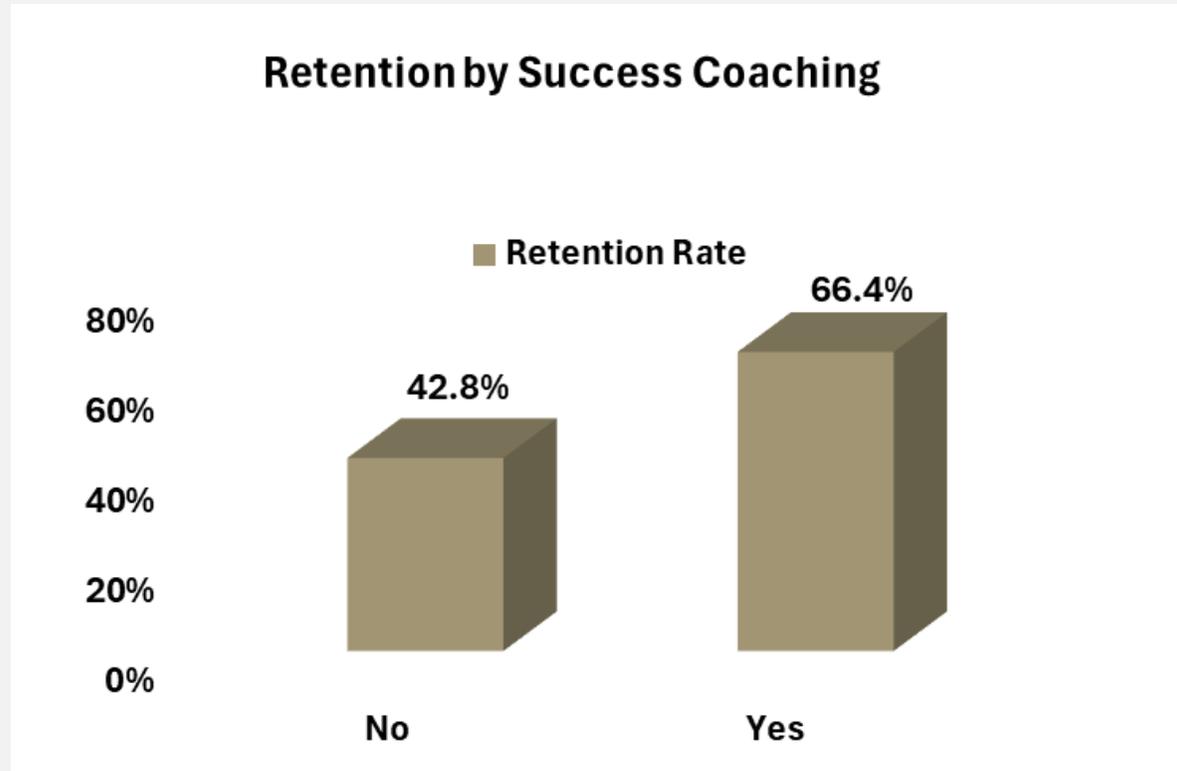
- Academic preparedness and performance are also central to persistence and retention.
  - TSI status, academic standing and GPA are the strongest predictors of student parent success.

FINDINGS: KEY FACTORS

- Enrollment intensity are also a key factor for student parents achieving their goals.

- Logistic regression confirms that greater course loads significantly increase the odds of student parent re-enrollment.

Retention by Enrollment Intensity

— Retention Rate

Enrollment Intensity	Retention Rate
1 TO 5	41.1%
6 TO 8	51.8%
9 TO 11	58.6%
12 TO 14	67.0%
15+	70.7%

FINDINGS: OTHER IMPORTANT FACTORS

Retention by Success Coaching

■ Retention Rate

- No: 42.8%
- Yes: 66.4%
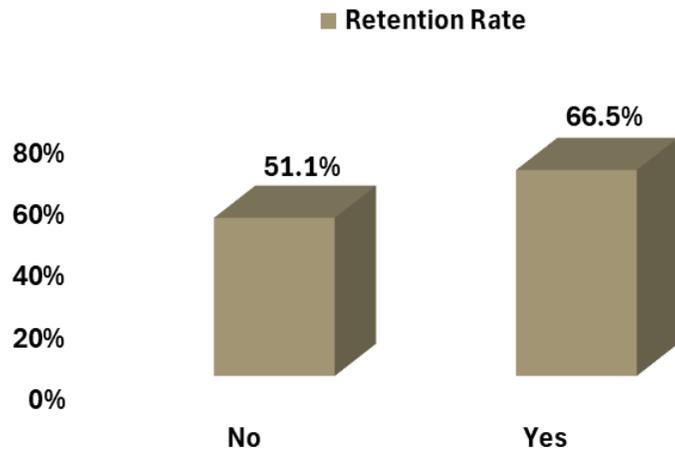
(Y-axis: 0%, 20%, 40%, 60%, 80%)

- Support services, particularly success coaching, are highly effective.
  - Engagement with success coaches substantially improves persistence, retention, and re-enrollment odds.

Retention by Financial Aid

Retention Rate

- Free Money Only: 61.7%
- Loans Only: 63.5%
- Mix: 50.1%
- Neither: 47.4%
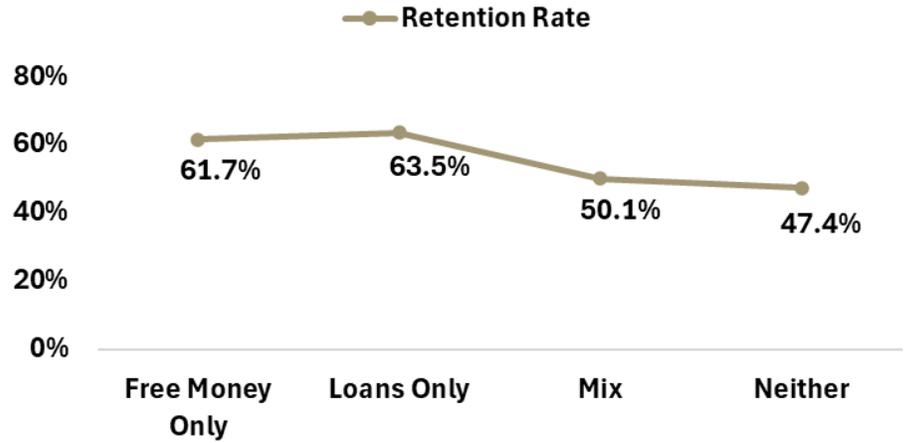
Retention by Federal Benefits

Retention Rate

- No: 51.1%
- Yes: 66.5%
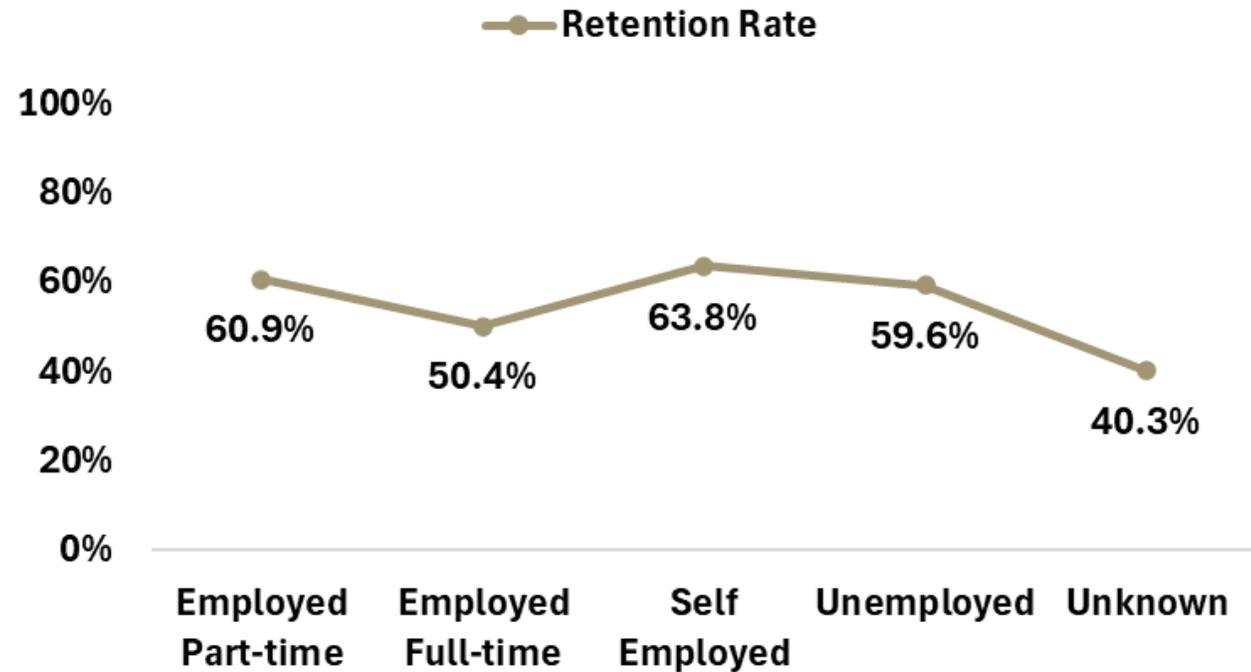
FINDINGS: OTHER IMPORTANT FACTORS

- Financial factors play a complex but crucial role.
  - Financial aid boosts persistence and re-enrollment.
    - Loans are particularly associated with high persistence, possibly reflecting increased student commitment.
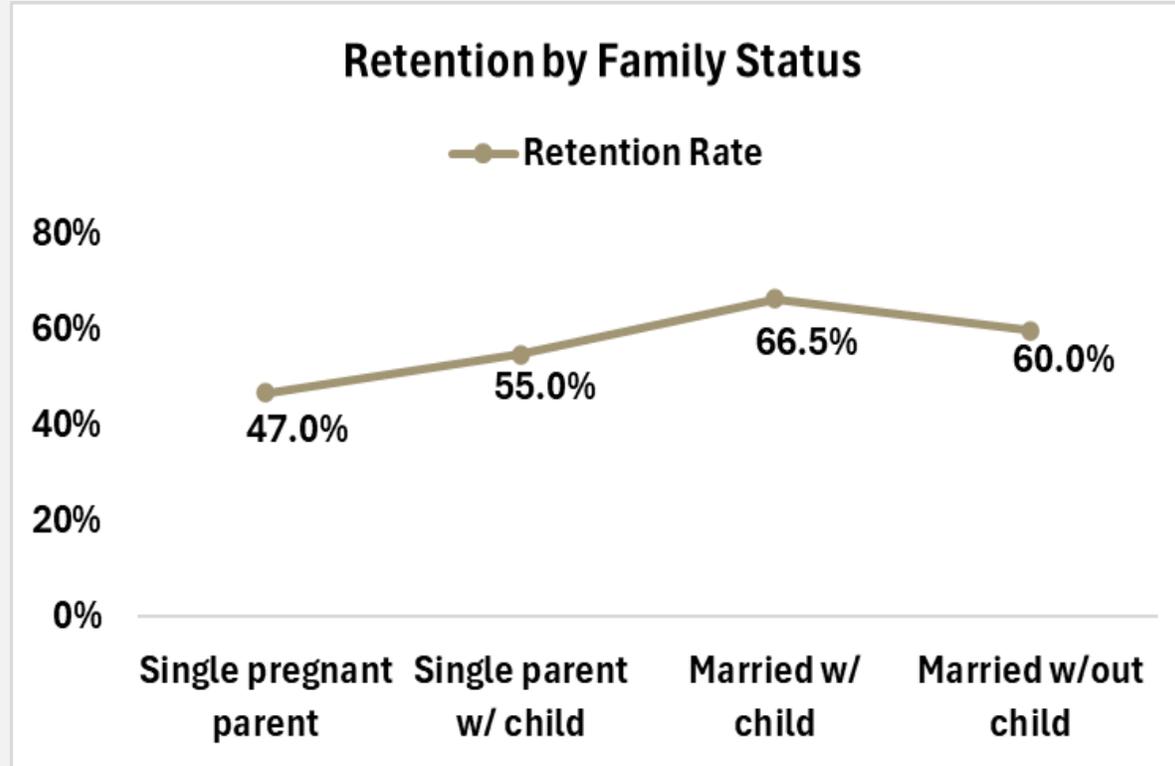   - Federal benefits (SNAP, TANF, WIC) also modestly improve outcomes.

FINDINGS: OTHER IMPORTANT FACTORS

- Employment status interacts with persistence.
  - Working part-time slightly improves re-enrollment chances.
  - Working full-time substantially hinders academic progress and continuation.

Retention by Employment Status

―●― Retention Rate

FINDINGS: OTHER IMPORTANT FACTORS

Retention by Family Status

— Retention Rate

- 80%
- 60%
- 40%
- 20%
- 0%

47.0% — Single pregnant parent
55.0% — Single parent w/ child
66.5% — Married w/ child
60.0% — Married w/out child

- Family and marital status influence academic continuity.
  - Married student parents show higher persistence and re-enrollment rates than their single counterparts.

FINDINGS: OTHER FACTORS

- Demographic factors show varied influence.
  - Race and ethnicity impact course success and retention rates.
    - Asian student parents demonstrate the highest success while Black/African American student parents were the lowest.
  - Race/ethnicity was not a statistically significant predictor of re-enrollment in logistic models once other factors were controlled.

Retention by Race-Ethnicity

— Retention Rate

Asian	69.8%
Black / African American	48.6%
Hispanic	59.4%
White	53.7%
Other	67.4%
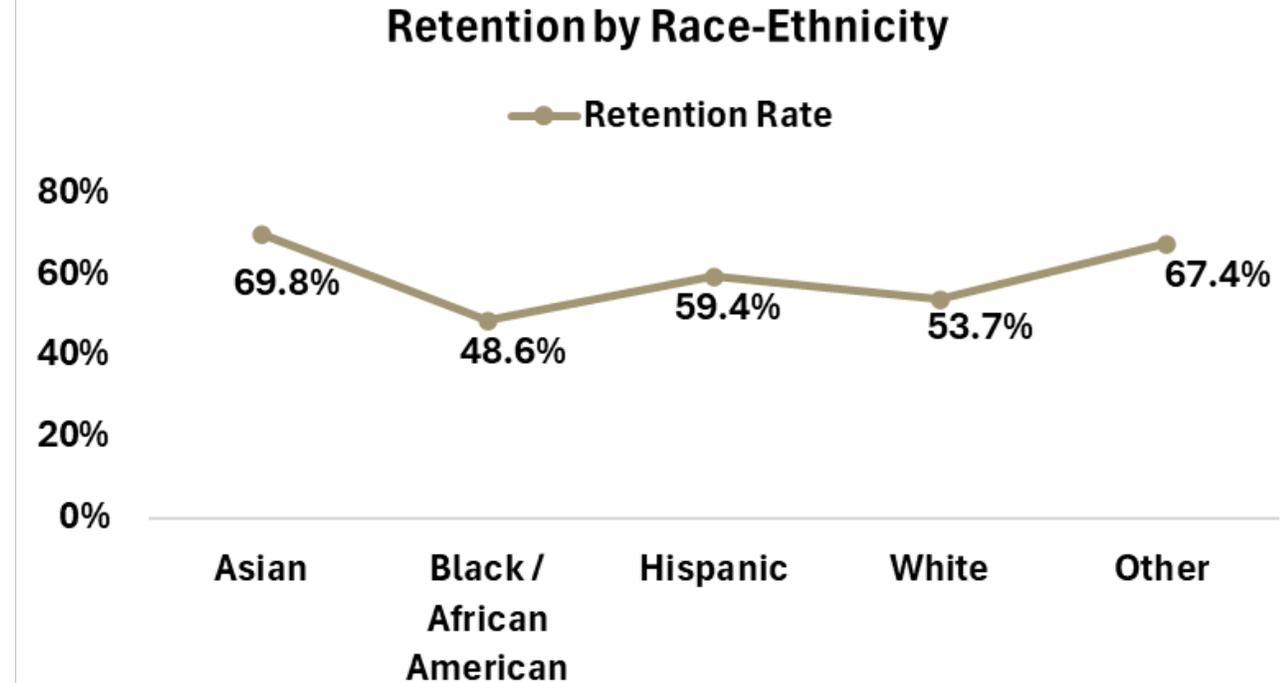
FINDINGS: OTHER FACTORS
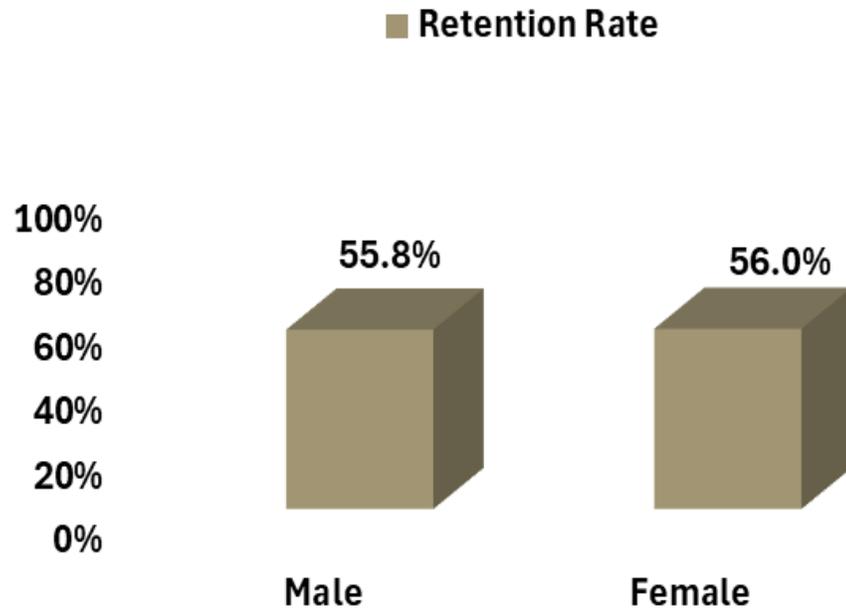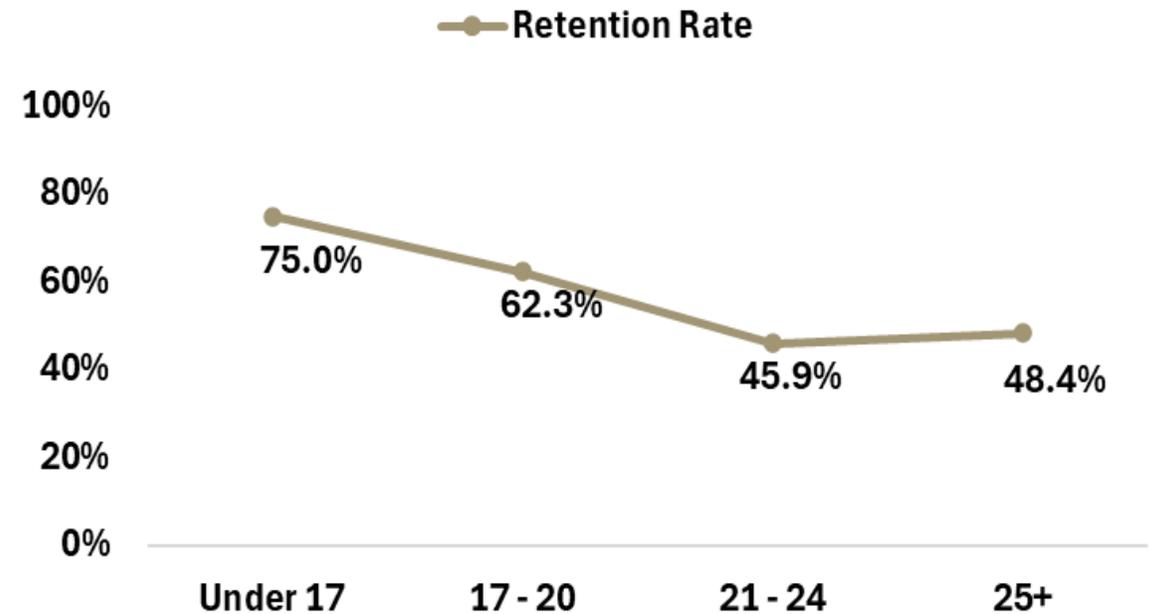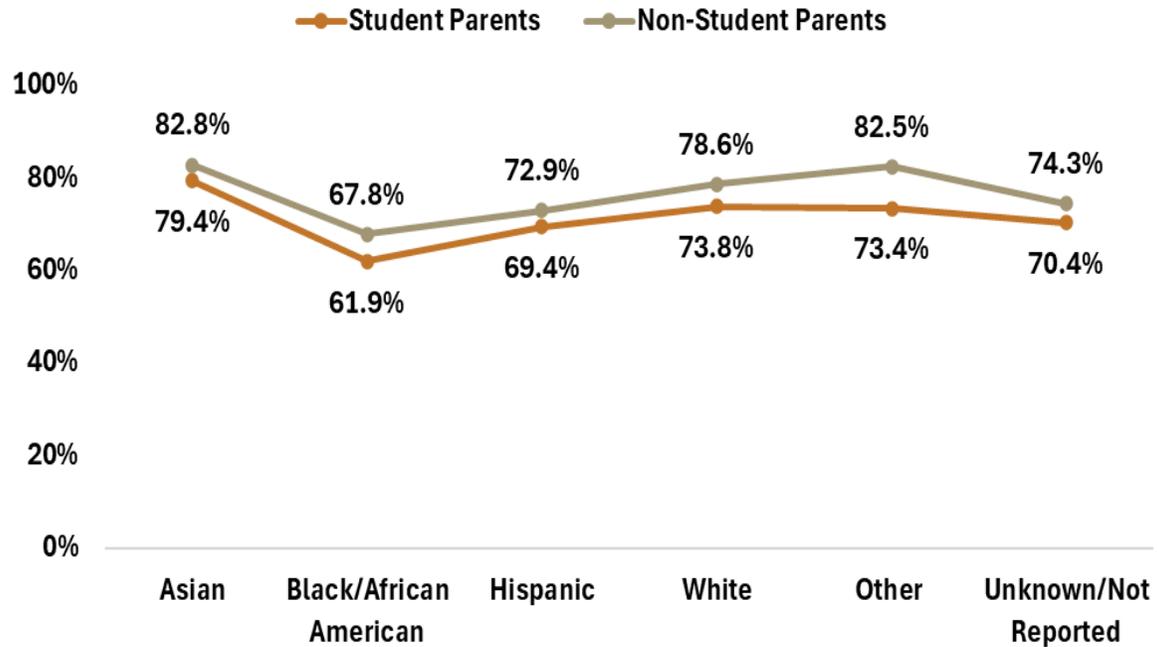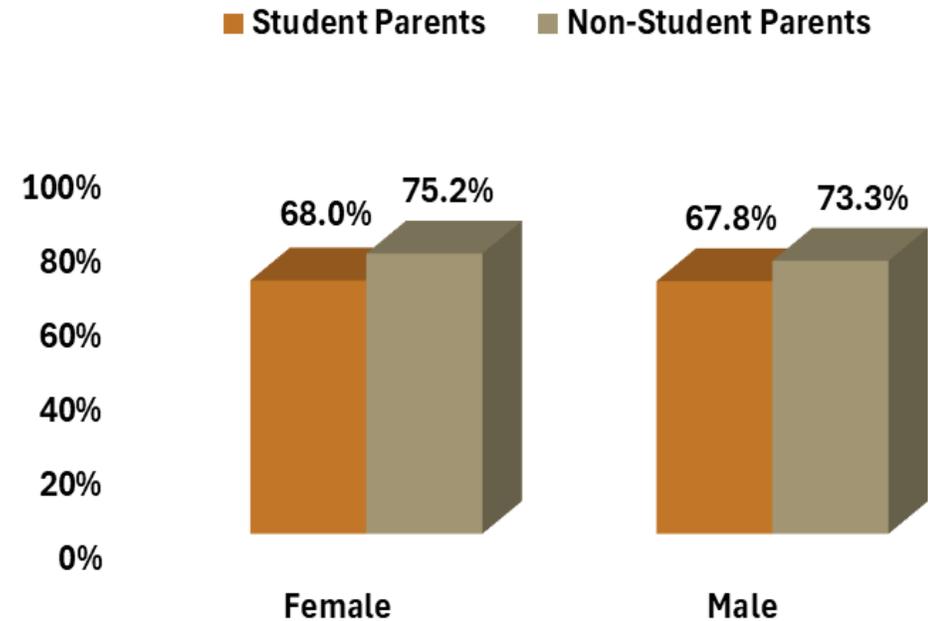

- Gender differences emerge in persistence and re-enrollment.
- Older student parents also show lower re-enrollment rates.

FINDINGS: COURSE ANALYSIS

Course Success Rates by Ethnicity

Student Parents — Non-Student Parents

	Asian	Black/African American	Hispanic	White	Other	Unknown/Not Reported
Non-Student Parents	82.8%	67.8%	72.9%	78.6%	82.5%	74.3%
Student Parents	79.4%	61.9%	69.4%	73.8%	73.4%	70.4%

Course Success Rates by Gender

Student Parents Non-Student Parents

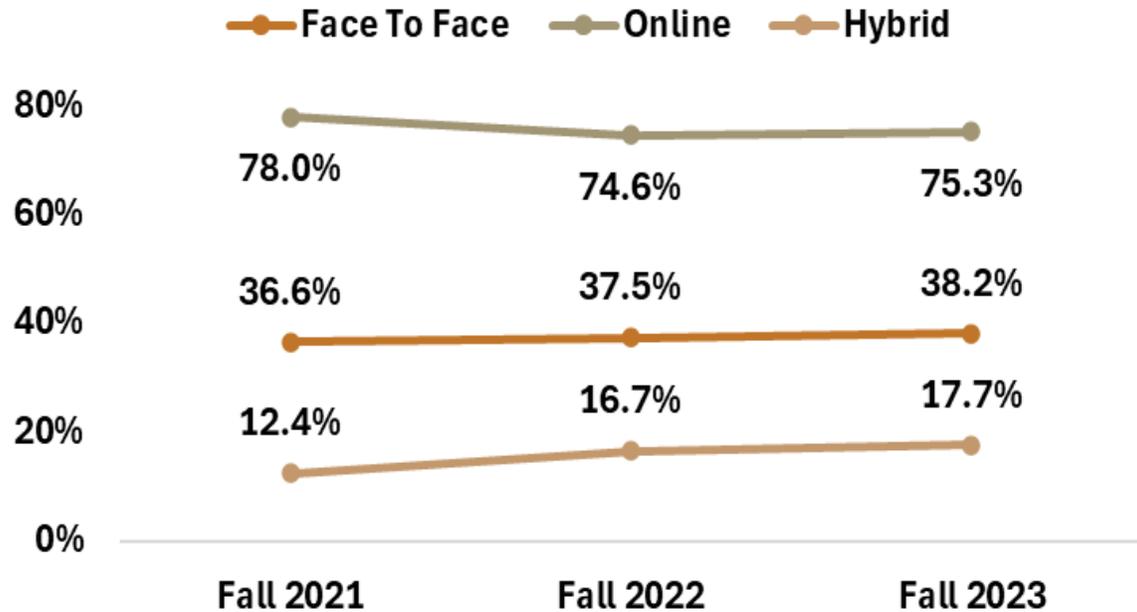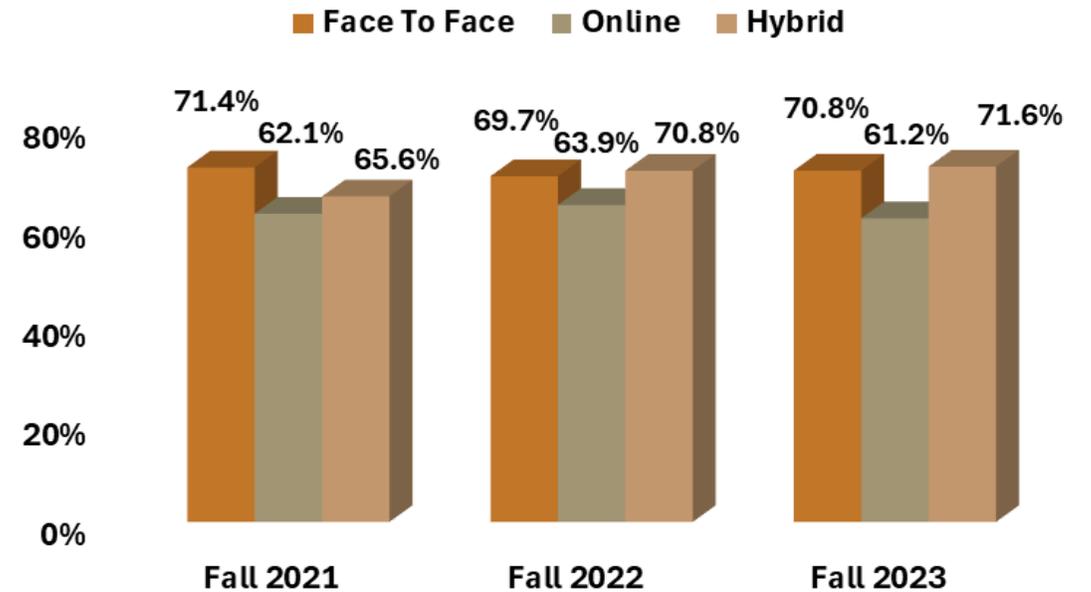|	Female	Male
Student Parents	68.0%	67.8%
Non-Student Parents	75.2%	73.3%

- Overall student parents have lower course success rates (68.0%) than non-student parents (74.3%).
  - This is also the same for race-ethnicity and gender.

FINDINGS: COURSE ANALYSIS

Student Parents Enrollment By Course Modality

- Face To Face — Online — Hybrid

78.0% 74.6% 75.3%
36.6% 37.5% 38.2%
12.4% 16.7% 17.7%

Fall 2021   Fall 2022   Fall 2023

Student Parents Course Success Rate by Course Modality

■ Face To Face ■ Online ■ Hybrid

Fall 2021: 71.4% 62.1% 65.6%
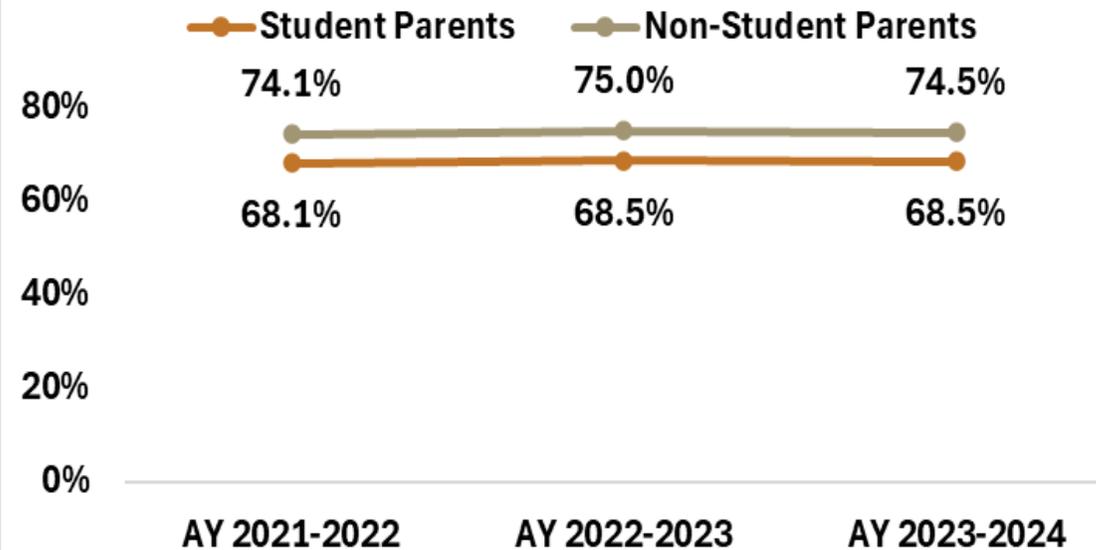Fall 2022: 69.7% 63.9% 70.8%
Fall 2023: 70.8% 61.2% 71.6%

- Both student parents and non-student parents have higher success rates in face-to-face and hybrid course formats.
- However, student parents heavily favor online courses, likely for flexibility.

FINDINGS: COURSE ANALYSIS

Percent Enrolled in Mini-Semester by Academic Year

- Student Parents
- Non-Student Parents

	AY 2021-2022	AY 2022-2023	AY 2023-2024
Student Parents	71.5%	69.4%	69.0%
Non-Student Parents	53.8%	50.3%	49.7%
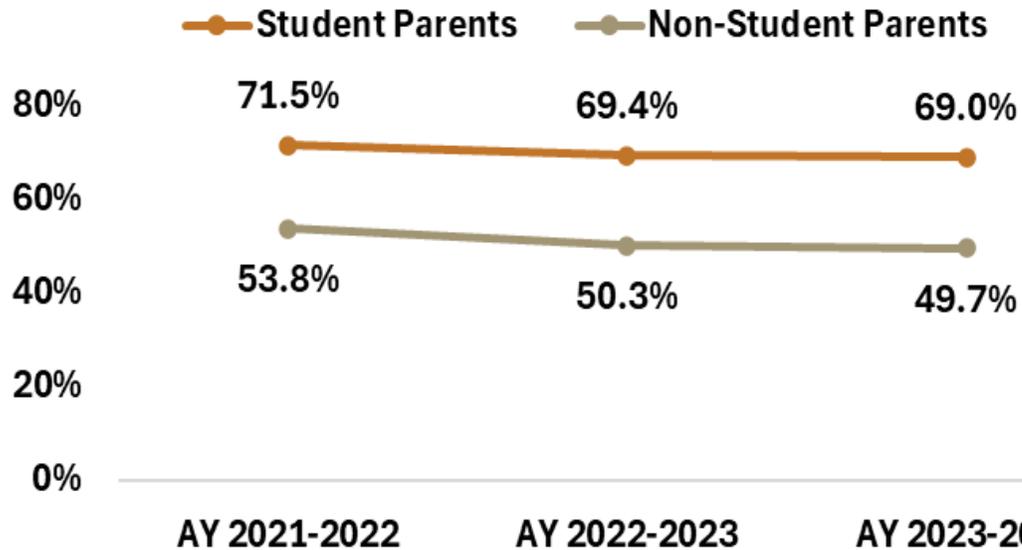
Course Success Rate in Mini-Semester by Academic Year

- Student Parents
- Non-Student Parents

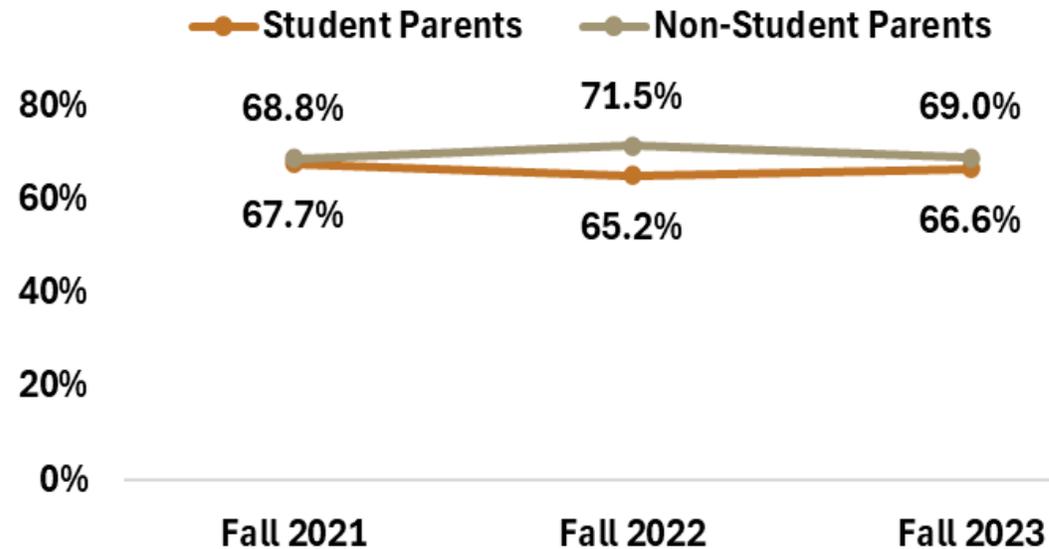|	AY 2021-2022	AY 2022-2023	AY 2023-2024
Non-Student Parents	74.1%	75.0%	74.5%
Student Parents	68.1%	68.5%	68.5%

- They also prefer to enroll in mini-semesters, despite lower success rates.

FINDINGS: COURSE ANALYSIS

Percent Enrolled in Developmental Courses
— Student Parents   — Non Student Parents

Fall 2021: 23.8% (Student Parents), 21.1% (Non Student Parents)
Fall 2022: 24.5% (Student Parents), 23.2% (Non Student Parents)
Fall 2023: 24.9% (Student Parents), 21.7% (Non Student Parents)
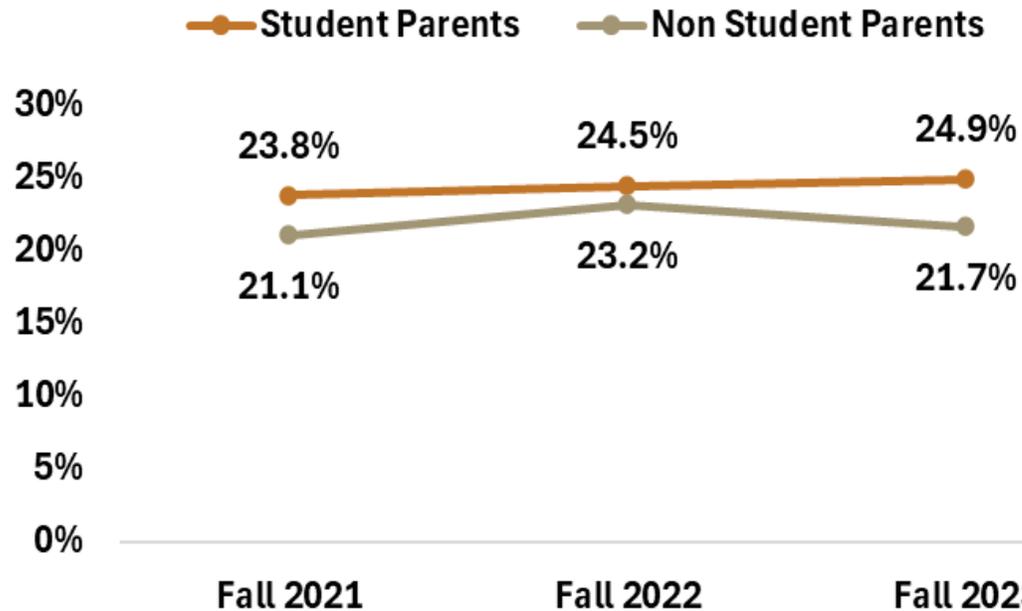
Success Rates in Developmental Courses by Semester
— Student Parents   — Non-Student Parents

Fall 2021: 67.7% (Student Parents), 68.8% (Non-Student Parents)
Fall 2022: 65.2% (Student Parents), 71.5% (Non-Student Parents)
Fall 2023: 66.6% (Student Parents), 69.0% (Non-Student Parents)

- Student parents are more likely to enroll in developmental courses.

THANK YOU, ANY QUESTIONS?

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