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Big Data, Internalization, and Community College Retention

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Abstract Big data analytics are among many economical methods that improve decision-making for student retention programs in higher education. Among economic proportions, metrics that enable improved programming for fields of Science, Technology, Engineering, and Mathematics (STEM) expand domestics and international study through traditional, virtual, and work-study programs that broaden student preparedness with resources that support student services beyond the digital divide. Research findings highlight numerous factors contributing to student matriculation, suggesting that representations for lower socioeconomic communities impact the global balance of diverse opportunities (Shahar, 2021). Moreover, classifications for student competencies are levels of environmental safety for social representation and resource services. For example, virtual courses require web-based instruction for adequate independent learning. However, navigating course content is a component of academic retention, and procedures that establish college address inadequate Wi-Fi connections, lower-grade laptops, mobile devices as the primary digital device, and insufficient study environments for assignment completion. Additionally, the objective for student retention programs must be student matriculation to determine methods of career success for a global agency as a; 1) research for socioeconomic issues and student retention, 2) the effectiveness of existing methods traditional and non-traditional classrooms, and 3) determine the impact on learning resources for underprivileged communities to support planning for community college education.

Key terms: Big data analytics, community college retention, underprivileged, informatics internationalization

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Introduction

Since 2019, U.S. institutions of higher learning have accelerated virtual instruction transforming education influence and student performance. Factors contributing to virtual education related to COVID-19 and crisis management impact colleges' responsiveness to resource management and communication, shifting the pedagogy of learning for innovative support and student growth. According to the Association of Community Colleges (AACC, 2021), leveraging internationalization fosters economic competition for collaboration within the classroom for construction of dynamic learning requirements. For example, institutions that utilize dual programs have expanded course capstones with projects, teaching fellowships, and program evaluations within the hub of global measures for quality student achievements. However, the aim for collaborative programs necessitates additional research for digital-distance learning furthering regional resources for wireless services, cyber hubs, libraries, and community college laptop resources, and training for student learnings. The positive benefits of traditional or virtual programs necessitate a broader scope of domestic skills and components beyond regional consortium for transcultural conversation awareness for academic learning.

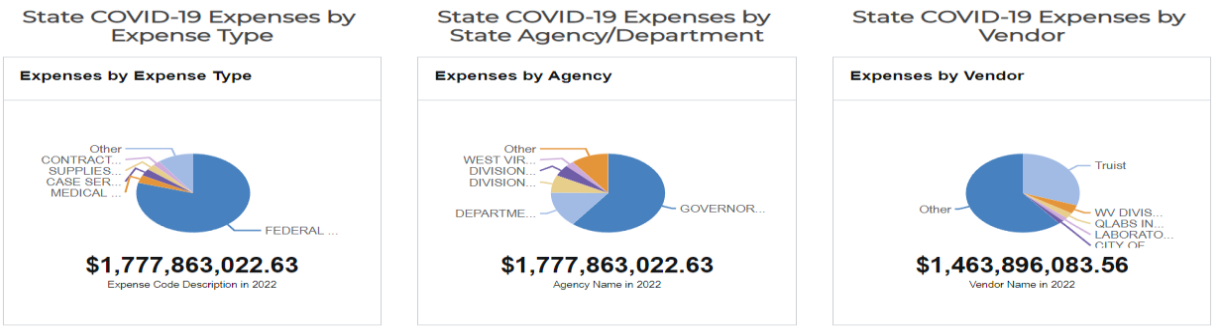
As academic institutions continue to explore curricular options, retention challenges remain a concern for institutions of higher education. In 2013, Maryland academic records for consistently compromising demonstrated privacy issues within the academic journey. Morgan State University's issues of confidentially developing the OSSR-Starfish Program (MSU-OSSR), a $100,000 grant funded by the Bill & Melinda Gates Foundation, address manual and electronic record-keeping to support resources for non-identifiers in the integration of support for student decision making. The OSSR program-based analysis participation in resources with lower-retention rates in grade point averages (GPA) for lower-residual rates for mentorship resources for tuition assistance and disability services (Hakimi et al., 2021. Treat (2011) acknowledges that students from underprivileged backgrounds seeking academic achievement assistance impose discriminatory associations with cultural capabilities. Ultimately, traumatic experiences for lower-socioeconomic communities may preconceive support as cultural stigmatization social and avoid communication strategies that create focused support for meaningful patterns for student assistance (Association of Public Land-Grant Universities, APLGU, 2016).

Research and the Digital Divide

Research for improving student retention examines the digital divide to propose educational resources for hidden content for literary techniques. The integrative education model measures the traditional and virtual study of student matriculations based on student enrollment, testing and assessment, matriculation, and transferring with qualifying program preparations—the effectiveness of quality curriculum to identify the matching options for students from hardware features and software capabilities. According to Mucedola (2017), research for cohesive classroom learning recommends

instruction standardizing software options with a web application and mobile uploads that broaden student comprehension within the course content. As part of the infrastructure, traditional and non-requirements must integrate global learning to bridge competitive issues within the digital divide. Treat (2011) recommends technology modeling through the international consortium and community learning centers that collectively explore inclusionary for cross-institutional experiences for restorative learning conditions, which indicates that the 1.25 billion dollars in federal funding restructure regional education options federal funding (Kezar et al. (2021). However, (75%) economic lines impacted by the digital divide utilize external resources to expand virtual program platforms for institutional services for balanced competition on a global scale. Raby (2020) highlights obstacles that predetermine institutional methods for non-global consortiums and recommends including student feedback for internships, job placement, and virtual instructional that support leadership with representation. However, academic institutions with regional partnerships, scoring (80%) or higher for satisfactory student evaluations, fail to address biopolitical constructs in their review of intercultural growth for student self-awareness, social trends, or unemployment issues that impact commerce manipulation in academic resources biases (Raby 2020). Chang's (1999) research for business dominance in regional communities necessitates environmental effectiveness to bridge technological challenges that potentially organize existing programs and small communities.

During the pandemic, federal programs increased regional resources to create pathways through the COVID-19 dollars to accelerate faculty positions, equipment, and data innovations that support institutional outcomes. The new direction of higher education repositioned theoretical modeling for virtual and international improving crisis management with associated federal funding. However, regional implementation indicates categories for institutions' learning reflect limited collaborations for dual domestic programming and internationalization.



Note: The U.S. Federal Funding for West Virginia data collection from the Expense Funding for 2021, *https://www.wvsao.gov/Covid19/Default*

According to Smith and Segbers (2018), research for undergraduate programs indicates that in the central and rural communities of the U.S, more than two-thirds of community

colleges are apprehensive towards blended global programs. Phelan (2017) highlights that international learning furthers exposure, representation, and social safeguards that are readily applicable to transcultural sensitivity for ethical examinations of personal development for students of marginalized backgrounds.

The primary purpose of this paper is to provide an analysis of big data methods for curriculum development within higher education to assist with effective global programming for student retention and resources beyond the digital divide to assist with collaborative learning in higher education.

Trends in Higher Education

U.S. higher education institutions are redefining data analysis beginning with matriculation in reviewing measures that determine communities of lower-income status for virtual services. In an examination of U.S. community colleges from Region-V (Kentucky, Tennessee, Virginia, and West Virginia), accredited programs for internationalization were reviewed for cultural conditioning to define the standard in (STEM) for rural communities and efforts for support services for an understanding of student academic experiences (O'Neil, 2017). According to the ALPGU (2016), (33%) of programs that combined student assessments with program supports generated higher retention rates. Students in minority enrollment programs generated a (3%) higher national retention rate for student matriculation with resources for mentorship. Students identified as Black or African American (58%) in programs generate higher male student retention rates, which is 40% over the national average.

Additionally, students show improved course comprehension mentorship and outreach efforts combined for equitable learning. For example, Hispanic or Latino undergraduates increase retentions efforts by 3% over the national average with financial, head-of-household, and food-services assistance. According to O'Neill (2017), the national research for student achievements indicates financial support accounts for (50-75%) of dropout rates, academic postponement, or fees impacting timely graduation.

Literature Overview

The academic literature integrates transcultural perspectives, student retention, and academic development to understand cognitive behaviors in learning. Gillian's (1982–1987) and Astin's (1984) theory of economic learning highlights social behaviors that permeate academic learning standards for a comprehensive perspective associated with psychology that expands equitable standards' lifecycle. However, Mullin's (1982) and Astin's (1984) theory assigns critical cross-cultural to environmental facts that impact grades, aptitude testing, and career interactions that further personal success. The examination of each theory evaluates student experiences from different perspectives.

Gillian's Theory

Gillian's (1920–1987) theory for student development provides an andragogy contribution to matters of inequity that determine the behaviors of academic standards for student learning and faculty-student engagement. Gillian's evidence for social disparities, privilege, and elitism exposes issues of gender inequality and career development. For example, aptitude testing, training, and academics initially delivered as gender-exclusive environments are encouraged for coed learning to further mutual respect and cultural difference (Tripod, 2021). According to the Bureau of Labor Statistics (2021), women in STEM professions continue to account for more than (40%) of technology advancement, yet earning potential for male salaries is continuously higher, with a (30% difference) for entry positions. The variation in salary continues to reflect distortions in gender bias and cultural assumptions to positions functions and individuals within a general program (Blair-Loy et al., 2015). Gillian recommends rethinking professional generalization as a peer teaching tool that network group work projects, support services, and instructional representation that form a new review of programs that benefit the community.

Astin's and Mullin's Frameworks

In 1984, models for Cross-matrix and learning applied Astin's (1984) theory of achievement to assess the global perspective FOR cultural implications through a lens of generational oppression. However, Mullin's (2010) reapplication of social issues reexamined legacy and theory for a framework of career success and challenges associated with student socioeconomic issues. For example, critical indicators in early childhood environments delay degree completion and expand parameters of trauma and within resource awareness. Mullin's (2010) practical application assessment encouraged a pre-and post-entry level for associated credentialling, developing a net-fixed point to resources and student trajectory based on course requirements. However, analyzing student experiences necessitates innovative funding approaches that effectively focus on strategic modeling for goals (Callahan, 2020)**.**

In algorithms for college data, socioeconomic factors are negative for students from public school, programs with limited exposure to technological education, and students with lower GPA’s in early development challenges. These programs furthered the digital divide. However, efforts to address the biopolitical climate must include an analysis of student outcomes within programs to eliminate limited resources and inadequate cultural interpretation within the learning experience (Suspitsyna, T. (2021).

Finally, as academic institutions analyze international programs, models for efficient integration necessitate establishing ongoing communications that represent diverse learning options for professional needs and services that reflect community (Smith & Segbers (2018).

Methodology

In Table 1, the qualitative research process for academic retention is based on international and virtual learning responsiveness to determine support services that include' social media contacts, web-integration and the college directory modeled for students in Region-V. The process of sampling academic institutions categorizes institutions' responses into eleven technical and non-technical areas of college retention. Each college's mission statement, programming, and student enrollment assessed resources provided by the consortium to determine programs for international. The categories provide insight into community college administration for student success from 2020-2021.

Table 1 – Categories and Themes Questions

Theme/Categories	Questions
Internationalization, Global, Study Abroad, Student Exchange	Why is internationalization/global or study abroad studies a high priority/low priority for your institution? What does your institution ultimately hope to accomplish?
Advocates	Who are your institution's advocates for international, global, or study abroad education?
Activities	What are some of your college's internationalization/global/cultural activities? Are they on both the credit and non-credit sides of your institution?
Consortia/partnerships	Is your institution part of any consortia/partnerships? If so, which ones, and what is the primary purpose for your participation in the consortia (recruitment, study abroad, international development, etc.)?
Administrative	● In what countries or regions of the world is your institution currently engaged and why? Which three countries/areas of the world are most important to your institution and why? ● How many international, global, or study abroad memorandums of understanding (MOUs) does your institution have? How active are they?
Concerns/Obstacles	What are some of your institution's major concerns/obstacles going forward?
Funding	How does your institution fund its internationalization initiatives and activities?
Resource. Scholarships, Programs	What organization or sector of the economy provides the greatest resource/contributions? (e.g., agriculture, green tech, construction, I.T. / Cybersecurity, advanced manufacturing, bio or chemical manufacturing, micro, and nanotech).
Mentorship/Support	*Second Tier - sub-questionnaire*

Note: Internship questions (2012) Internalization Region V -Education, CCLP

The Region's -V pre-enrollment and mid-semester planning focus on integrating existing resources to maintain current curriculum standards. According to AACC (2021), community colleges with (25%) or higher minority populations have significant obstacles when creating international programs. Many obstacles are associated with political funding in traditional college study and work-study programs. For example, students at Towson University, MD students enrolled in the BSN/Nursing program, found additional fees included on the virtual online program. The pandemic training course introduces students to accelerate learning. However, the pandemic options included hidden lab fees between 500 to 1000 dollars per course, a clinical internship with Johns Hopkins Hospital, and new equipment software for research content for graduate learning (Clinical and

Research X-ray Machines, 2021). However, programs designed beyond the digital divide necessitate transcultural research partnerships, global internship programs, and tuition rates that prepare a student for interactive learning without hidden membership costs, lab, or equipment fees (X-Ray, 2021).

In Table 2, college demographics from Region V- provide a comparative analysis of community college institutions and student enrollment.

Table 2 – Community College Matrix

Control Type	Urbanicity	City	Student Enrollment	Female	Male	Indigenous	White	Latino	African American	Asian	Global Mission Yes/NO
Public	City	WV	9478	42%	58%	2%	73%	6%	12%	1%	Yes
Public	City	WV	4128	45%	55%	1%	70%	3%	18%	3%	Yes
Public	Rural	VA	644	40%	60%	0%	51%	15%	28%	1%	Yes
Public	City	TN	4747	37%	63%	1%	75%	3%	17%	1%	Yes
Public	Rural	VA	3229	36%	64%	1%	70%	4%	17%	1%	Yes

Note: Region V – Community College – AACC Reporting Demographics (2021)

Coding and Transcription

In 2021, four collected responses from college administrators analyzed the information for academic programs for rural programs that contribute to eleven categories for charted enrollment for student enrollment. The indexed responses indicate that rural communities with enrollments between 4700 to 9400 (45% to 48%) have greater full-time global programs, with retention at 3% for student engagement. Additionally, states partnered with four-year university integrated study programs for occupational services that further program selections for marginalized resources to further student qualifications. For example, in West Virginia, community colleges report higher enrollments at 9478 per semester. On average, female enrollment accounts for (42%), while male enrollment is higher at (58%) for STEM programs. For minority female students, actively engaging is higher for mentorships for career advancement in various levels of college programming. According to AACC (2021) reports, West Virginia colleges report (2%) Indigenous, (73%) White/Caucasian, (6%) Latino/Hispanic, (12%) African American/Black, and (1%) Asian/Pacific Island student populations. For community college in Tennessee, student enrollment accounts for 4747 of full-time enrollment with (37%) for female and (63%) male student population, and less than (1%) Indigenous, (75%) White/Caucasian, (3%) Latino/Hispanic, (17%) African American/Black, and (1%) Asian/Pacific Island student populations. For many programs, community colleges are in the center of Indigenous Lands yet account for less than (2%) of student services at full or part-time levels. Unfortunately, many college administrators account cultural awareness as part of the

college's initiative for program development as part of monthly community objectives for campus activities. For example, in Rappahannock County, Virginia, the college objectives toward diverse learning allude to the highest activities gaged for cultural activities maintaining an interactive rate (11%) among students during non-classroom hours. These activities are considered non-core programs associated with holiday celebrations. However, it is unclear if activities were perceived as positive indicators for student self-identity or personal experiences. Foucault (1975) highlights areas of self-identity that require knowledge, exploration, and feedback to evaluate influences for satisfactory social experiences. Raby (2020) recommends that colleges utilize social media capture to determine if independent college fairs are appropriate forms of recreational learning methods (Smith et al., 2018). Additionally, social media communication directed for ongoing discussions re-establishes funding resources for traditional and virtual student exploration.

In Table 3–responses from college administrators are categorized by frequency to determine the need for support services, the existence or non-existence of global programs, resources and funding, and community partnerships. Based on the administrative response in Phase 2 of the sub-questionnaire, institutional proficiency required interconnectedness for social and political awareness, faculty training, and the psychosocial knowledge of academic leadership highlights in areas of recruitment and staffing (Raby, 2020). The examined constructs provide insight into crisis management and technological limitation for global development in higher education. For example, in Region V, college administrators report workforce expansion jeopardized by the funding limitations set impact retention efforts and intermittent resources beyond singular-skilled professions (Treat, 2011).

In Table 4–responses from community college administrators compare institutions with and without international programs to assess long-term objectives for student retention rates through innovative processes for academic administrators and global programming.

Table 4 - Response

Theme	Participant Coded	Response
Cultural Activities	01MA60CA	"determining factors for course curriculum are determined by our funders; relationships determine programs and workforces and current there is little interest in global expansion for student learning curriculums."
Support/Partnership	01MA50HI	In fact, we have a large Co-Op program. But right now, it's only for our advanced mechanical training. Guys are going to be engineered sort of that mid-level industrial maintenance people. The people that I as I've described the people that are going to program the robots, not clean them but program and students that enroll in that program automatically must be in a co-op, which they will go to school twice a week. And then they will be assigned to a factory three days a week where they work. Learn side-by-side about what it would be like in the factories, and they get paid $15 an hour while they're doing, so it's not an insignificant program. Because what I have found with same thing that Ford is going to be doing, they're going to be throwing out a lot

		of videos and they will tell you factories today are not your father's factory. I mean you have to when you watch some of these production lines, you're hard-pressed to find people it is all machines running everything by themselves."

Findings

This research indicates that education and technology require managing environmental influences that impact administrative decisions for integrated efforts that support student outcomes. As a process of infrastructure, constructs for connective imagery necessitate cross-cultural learning exclusively related to human capital connections of emerging systems and future research. Each aspect of operation specialties applies a duality to the infrastructure of emerging technologies to offer capabilities, which delivers mobile learning skills required for future professions. An example of this process includes a blueprint for post-academic requirements to create interactive classrooms that explore real-world technology, dashboards, coding, and languages that reflect business services offered to enhance student learning.

The next generation adapts to technological integration through informatics, which interprets retention for 1) group activities and 2) critical programs for higher modeling for supportive strategies in internationalization. Based on these findings, colleges can expand domestic programs for international partnerships for an increased federal, local, and private workforce. The method for new international programs is bridging the digital through collaborative structures that extend beyond the existing program. Additionally, virtual learning reduces crisis management issues leading to regional funding loss. However, increasing learning students from the existing community may lose direct faculty support services. Foucault (1975) acknowledged the process of transcultural skills as an adjustment and recommends that academic institutions prepare for global application with training, technology skills, and workforce for professional advancement. (Smith et al., 2018). Colleges expanding for global climates must examine the customer service features of routed communications, social media, local recruitment efforts, and teaching fellowships to restructure virtual programming, dual degrees, and enrollment strategies to customize learning for connectivity and profitability within each state and Region.

Research Results for Community College Education

Research for community colleges in Region-V provides supportive content on internationalization and obstacles within higher education. The process for each

community college consisted of reviewing twenty colleges within Region-V that show an equal demographic of male-to-female enrollment and a minimum of 25% or greater of minority students. However, rural community colleges are close to Indigenous Tribes; less than 2% of student enrollment represents Indigenous populations. Additionally, with less than 25% of minority enrollment, fewer colleges have international programs integrated into the credit activities. However, contrary to the academic literature, some college president considers independent cultural activities acceptable forms of cultural learning.

In contrast, many colleges partner with private donors, and curriculum manipulation influencing private resources determines underprivileged communities. For example, American, Latino, and Indigenous students collectively leave rural communities at higher rates than White-student populations. According to existing leadership, the ability to thrive in the community is significantly lower for minority communities. While resources vary for rural colleges, many minority students relocate or choose four-year universities over community college experiences. For example, Jackson State Community College in Tennessee offers free in-state tuition and international programs but maintains a low minority student population. In broadening learning options, qualitative research for student transitions should address student transitions in undergraduate programs; how are student treated from high schools (grades 9-12) to college to determine the phase-one response that impacts marginalized representation within various institutions.

Summary

The strategic process in higher education continues to increase technology within the infrastructure of budgeting developments. Unfortunately, internationalization challenges program efficiency by addressing college mission statements for inaccuracies in student retention efforts for a resource available to underprivileged communities. However, changes to theoretical modeling examine student performance for operational procedures that challenge complex issues associated with resources, post-academic learning, and socioeconomic constraints that damage academic achievement. As an area for recommendations, research encourages academic improvement for informatics in the following areas:

- Technology services – Wi-Fi, laptops, and e-course requirements
- Foodbank – pre-and post-pandemic resources and referrals
- Health and virtual mental health services
- Programs – virtual and international accelerated learning
- Instituting communicating processes (e.g., electronic press releases) that produce evidence of evaluations required for programs and services.

  While research for college programs varies, concentrative efforts to establish global virtual programs that delineate organizations partnership for integrated activities and support initiatives for student retention programs.

Recommendations

1. **Policy Development:**

   Development of international education policies to assess the different areas of international education (administration of international education, curriculum internationalization, faculty development, study abroad programs, support for international students, and technical assistance or customized training). This assessment mechanism helps identify deficiencies in community colleges' international programs, curriculum, and service offerings (Raby, 2020)
2. **Technology Training Methods – Reviewing Data:**

   The guidelines for data analytics require clear procedures for training, reviewing, and supporting interactions amongst stakeholders that collaboratively process for anthropological integration for equitable standards. Academic institutions acknowledge community experiences through support services, establishing faculty training programs for many students' ethical standards of digital learning opportunities.
3. **Instruction – Traditional and Virtual Platforms:**
   Universities need to develop flexible learning options that include electronic textbooks, virtual media centers, recorded content, and cross-department information for lectures, meetings, and mentorship for improved student performance solutions. In a 2019 study of the Ohio Education System, students participating in virtual simulation programs reported improved cross-course content for integrated connections to enhance learning services. The benefit of these added features is leadership, administrative need to expand communication between faculty and community leaders to necessitate resources options that address crisis management without reprisal. Additionally, options for learning address student wellness and changes in learning expectations for improvement that provide a multi-tier for evaluating and support options within technology renovations.
4. **Training:** Establish inclusionary training and program development skills for traditional and virtual education and partner with state universities for the faculty integrating process, peer mentorship, and student services, as well as their knowledge and experience in international education so that they can educate students from a global dimension
5. **Communication:** The strategic process for academic leadership requires transparency for the technological demands of student performance, faculty developments, and tuition costs. Administrators must establish forums for communication with external stakeholders to elevate academic development in the following areas:

a. Economic and Budgeting
    a. Federal/State/Local Funding – Infrastructure
b. Security and Maintenance Renovating Cost
    a. Upgrades and Equipment Purchases
    b. Student Emails – Etextbooks
    c. Social media awareness

6. **Future partnerships:**
   Develop strategies for international teaching fellows, international out-of-state enrollment, and study-abroad student exchange programs (work-study). International partnerships require faculty training to increase state tuition and fees for community opportunities as a process for future developments. Finally, as academic administrators improve their vision, they should consider the impact of the pandemic for an understanding of learning conditions, resources, and social awareness issues to establish equitable standards within the community.
    a. Partnerships – Donors and STEM Programs
7. **Human Resource and Recruitment:**
    a. Membership –ISEP partners with academic institutions to assist with training, resource, and global learning goals
    b. Recruitment and Staffing – Actively hire faculty with skills in virtual learning, inclusionary awareness, and study abroad programs to discuss areas for diverse programming
    c. Curriculum development changes
    d. Student performance metrics
8. **Shared governance**: Suspitsyna (2021) recommends considering the international experiences of the community. Develop collective content from faculty and students to expand educational material on cultural traditions for student orientations and support services, and gather feedback in areas of:
    a. Community feedback
    b. Resource management
7. **Programs:**
   For an international experience, develop existing programs that incorporate virtual group experiences with international students.

Ethics

The voluntary content for this study was collected as of the 2021 Morgan State University-CCLP Internship Program. The summarized research for Region-V was collected in connection with support assistance by the professor of the Technical CCLP program in connection with literary research for reporting guidelines required for accurate narratives that enhance the validity of internationalization and student programming.

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