



# Regional Campus Retention

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Challenges



Strategies

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Erika Schnepf & Kristina Healy - Lima  
Darla Myers - Mansfield  
Chris Trapp - Marion  
Jamie White - Newark





Six campuses. One University.





Regional Campuses fulfill the land grant mission of the University.

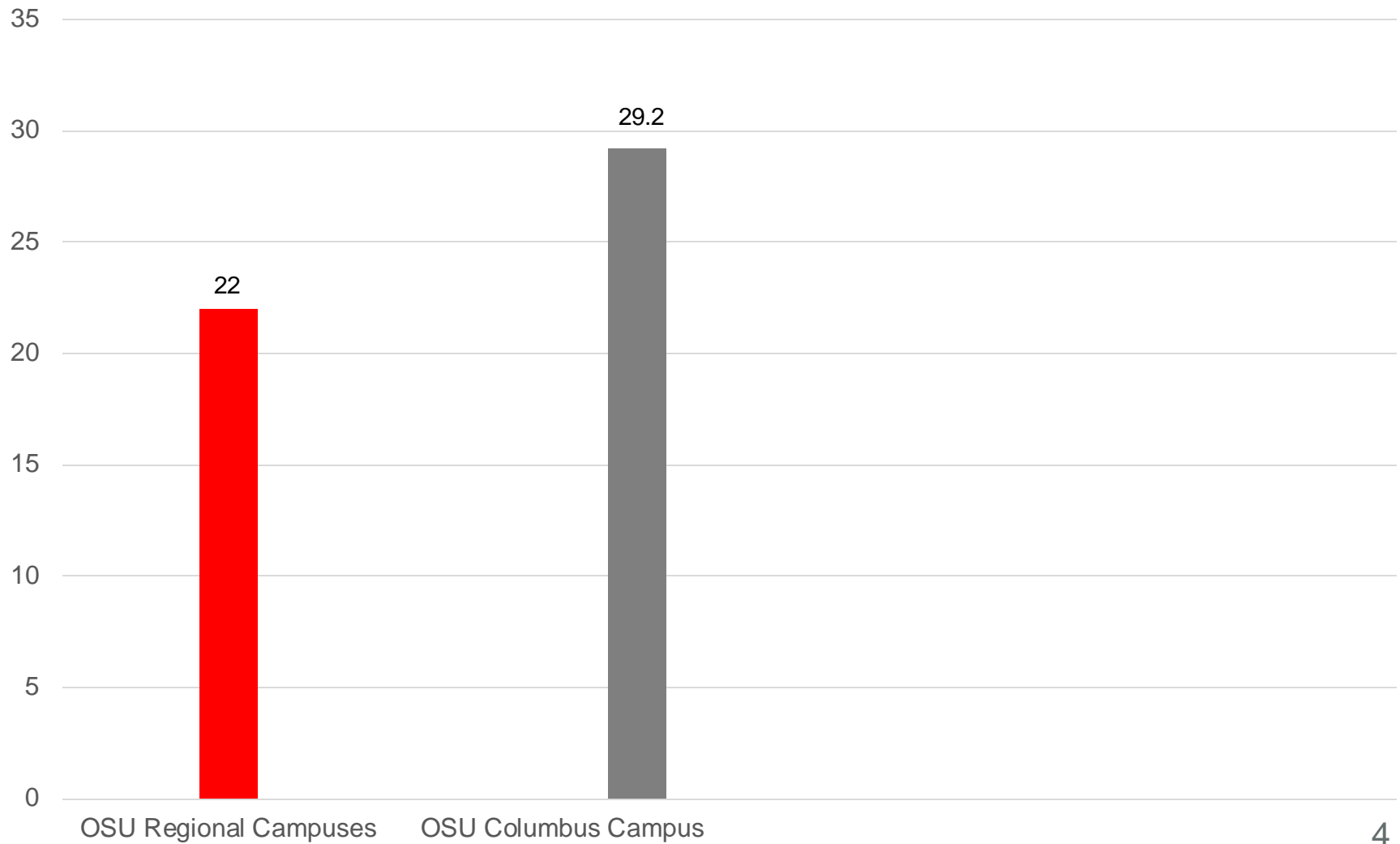
High school diploma or GED are the only admission requirements.

30% of Ohio State freshmen begin on a regional campus.



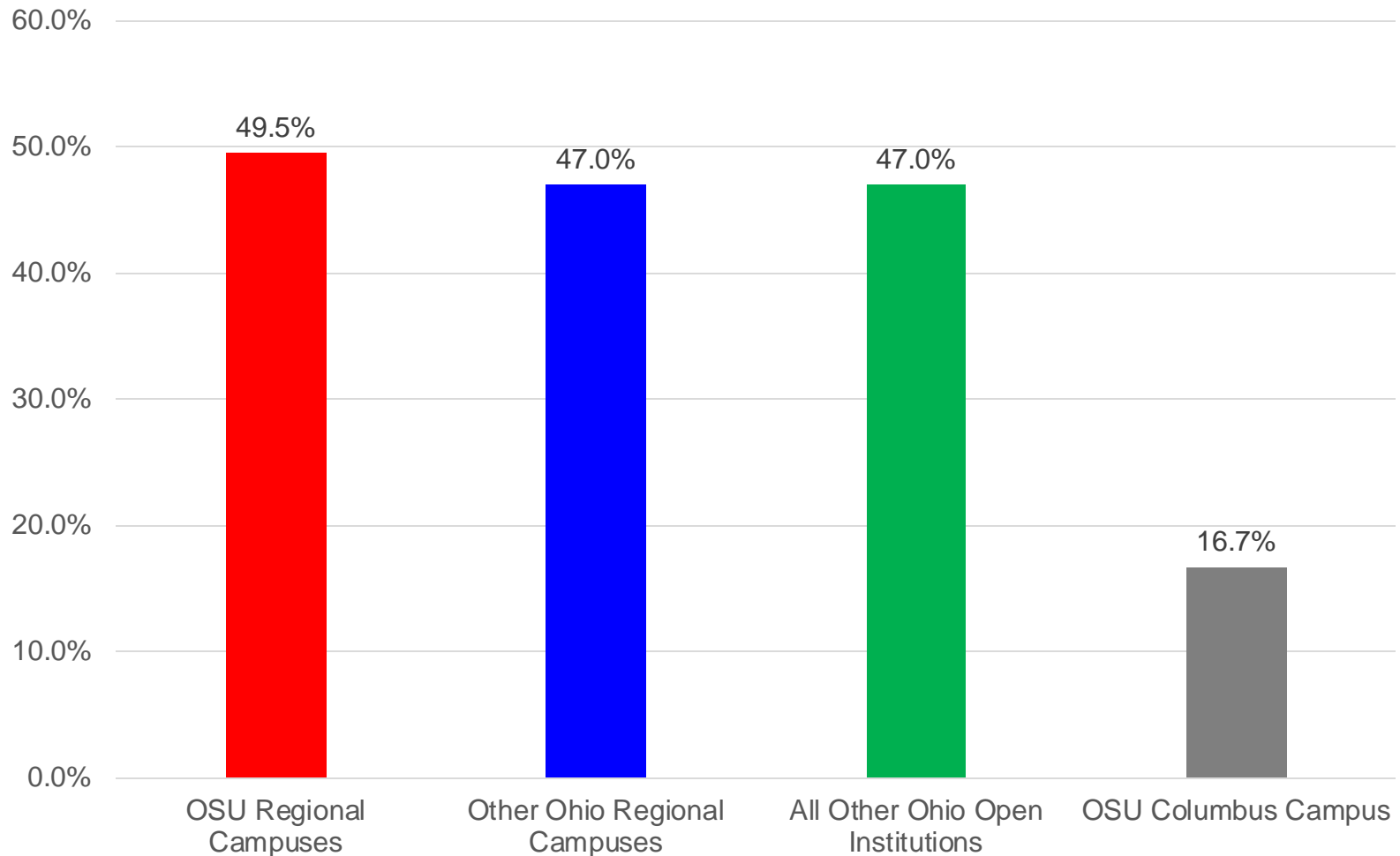


## Average ACT Scores



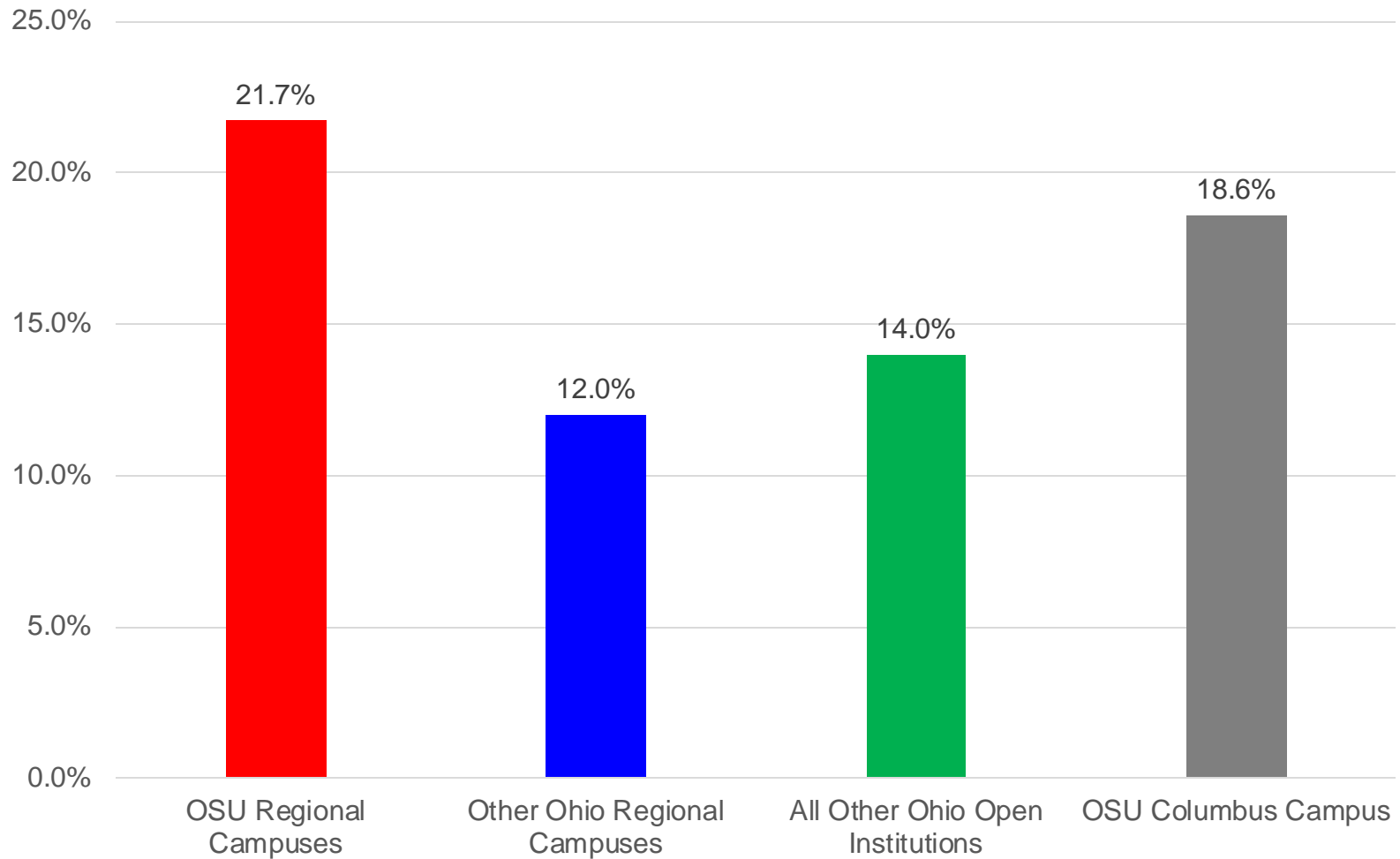


## Pell Eligible Student Ratios (First Year Students)



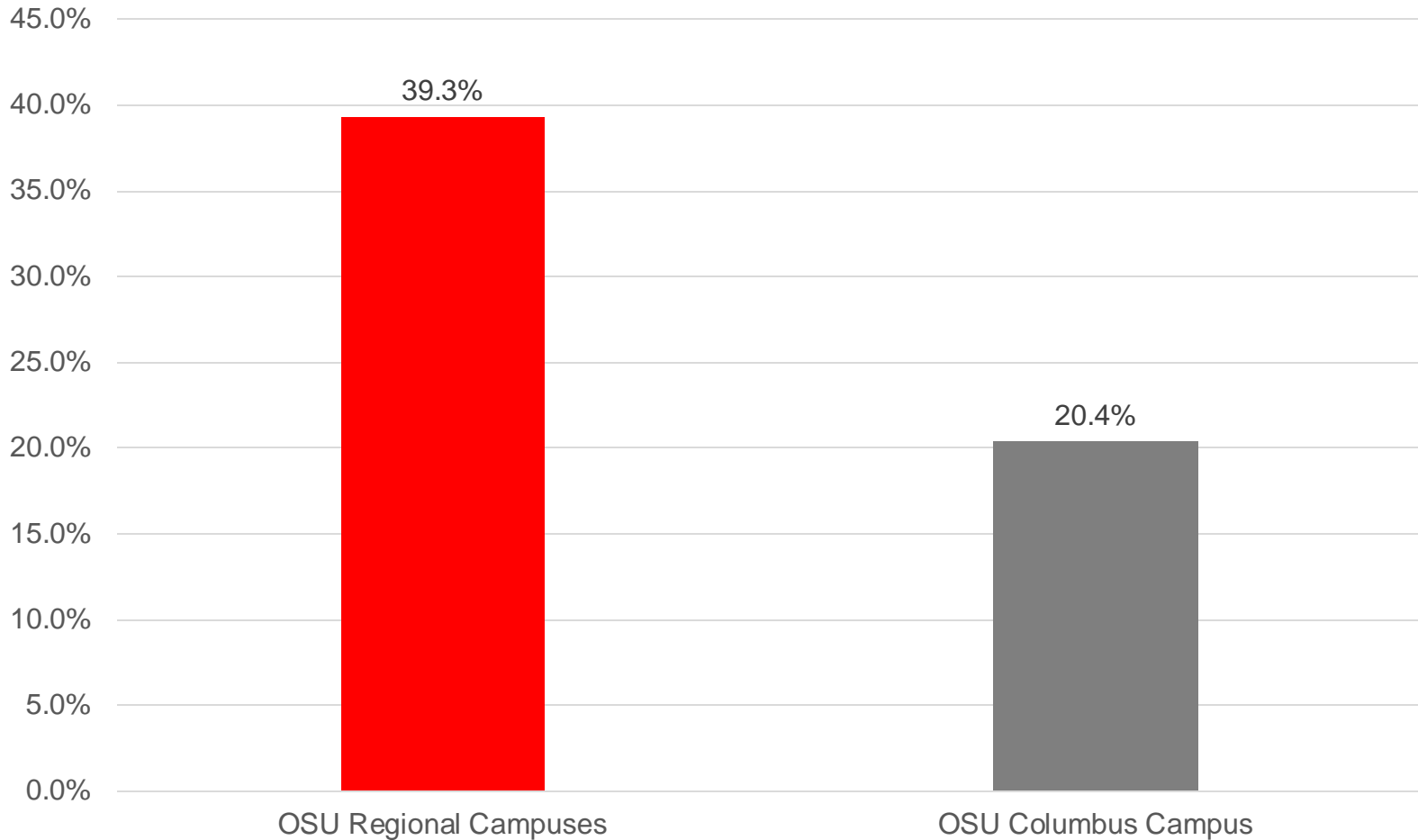


## Student Diversity Ratios (First Year Students of Color)



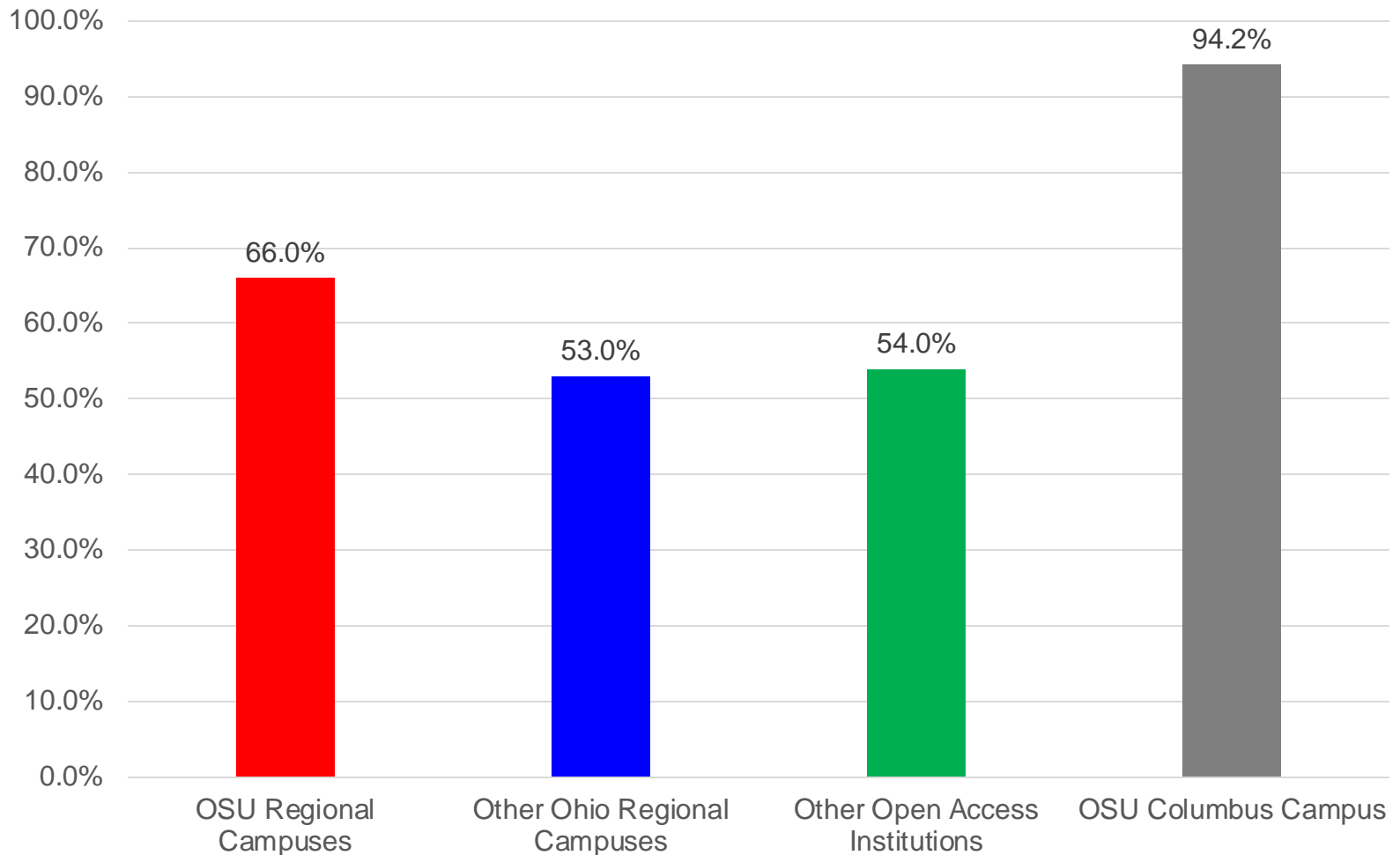


### 1<sup>st</sup> Year First Generation Students (3 Year Average – 2013, 2014, 2015)





## Annual Student Retention Rates (1<sup>st</sup> Year to 2<sup>nd</sup> Year)







# Ohio State Lima

**Retention Outreach &**

**Academic Success Programs**



## Phase 1-Non-Attendance

### ACADEMIC ADVISING REQUEST Non-Attendance Form

In an effort to reduce the number of EN grades (failure due to non-attendance) and to open seats to waitlisted students, please provide the names of students who:

- have not attended for the first 2 class meetings, and
- have not contacted you regarding their attendance.

The Academic Advisor will immediately contact the students to find out why they are not attending and, if needed, will take steps to withdraw them from the class.

To be effective, we need your response by the end of the day on Monday, January 22, 2018

1<sup>st</sup> Session Deadline to return is Tuesday, January 16, 2018

2<sup>nd</sup> Session Deadline to return is Tuesday, March 6, 2018

*If you have perfect attendance in a class or classes let us know as well.*

*Please return to Kristina Healy, OSU Academic Advising Office  
152 Visitor & Student Services Center*

Faculty member:

Class:

Class #:

These students are not attending this class:


## Non-Attendance Form

- Sent to faculty during the first week of the semester.
- -Faculty are asked to identify students that have not attended the first 2 or more class meetings
- -Advisors receive a list of students and send them an e-mail to either speak with Advising about dropping the course or contacting the instructor about their absence.



# Student Feedback

# Phase 2-Course Rosters


 **Your information is secure.**  
 Security measures allow your school to adhere to government rules and regulations concerning FERPA and overall student privacy.  
 Thank you!

### Professor Healy:

You have been asked to fill out progress reports for students in the following classes. Update each student based on your best knowledge of their performance at this point in the term.

EXP-1100.02-28684 EXP 1100.02

-  Select a LIMA ONLY Alert Reason for any student at Risk
-  Optional to list how many absences
-  Optional to list Anticipated Grade
-  Comments are optional, but recommended. This helps the advisor when speaking with the student.

Student Name	At-Risk to Fail Your Class?	Alert Reasons (You must choose at-least one if the student is at risk)	How Many Absences?	Anticipated Grade	Comments
1 <input type="text"/>	<input type="radio"/> Yes  <input type="radio"/> No Select Yes: If the student is at risk of failing your course.	<input type="text" value="Preparedness"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2 <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No You will not need to select No for students that are OK. Explained in next screenshot.	<input type="text" value="MARION ONLY Personal"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3 <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="text" value="LIMA ONLY Academic Performance"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4 <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="text" value="LIMA ONLY Attendance"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5 <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="text" value="LIMA ONLY Class Preparedness"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Phase 2 of Early Alert is designed to identify students at risk. This is sent to instructors during week 7 and allows advisors to contact students at risk prior to the 10<sup>th</sup> Friday drop deadline.



## Generation 1 Learning Community

- Established in 2014
- Programming for Generation 1 students includes:
  - EXP 1100.01 (3 sections offered)
  - Sessions with a Peer Mentor
  - Additional Special Events and Excursions

### Autumn 2016 Cohort

- 47 out of 160 First Generation Students participated in the Generation 1 Learning Community
- 2.29 GPA
- 70.21% retained
  - Lima 24
  - Columbus 9



## DREAM Scholars

- Established in 2009
- Two-Tiered Program for Local, Underrepresented Students
  - Tier One is a recruitment program, contacting students their senior year of high school, assisting students with the application and FAFSA process.
  - Tier Two is a retention program, helping students through scholarships incentivizing connection to the campus community and resources.

Autumn 2016 Cohort

- 2.198 GPA
- 64.29% retained



## University Success Program

- Established in 2015 as the CLIFFs Bridge Program
- Previously a three day, three week academic preparation program designed to provide students with study and college environment preparation, as well as courses in English and Math.
  - Latest revision has changed the program to a two day, three week program.
  - Serves incoming students who are first generation, have demonstrated financial need, or may be academically at risk on a self-select basis.

### Autumn 2016 Cohort

- 2.541 GPA
- 60.00% retained



### Additional Programs:

- Academic Progress Check-In: Sophomore Students
- Career Check-In: Juniors
- Engineered for Success Summer Bridge Program
- Retention E-mails, Letters, and Phone calls
- Learning Center Resources
- Multicultural Mentor Program (Piloting FA2018)



# Ohio State Mansfield

**Retention Outreach &**

**Academic Success Programs**





“Also contributing to student success is a set of academic self-management behaviors. Among these are **time management**, **strategic study skills**, **awareness of one’s true performance**, **persistence**, and the **ability to use study groups**. All require students to demonstrate high degrees of self-awareness, self-control, and intentionality.”

-Rethinking College Readiness

-David T. Conley





# Ohio State Mansfield Student Population

- Concentration in North Eastern Ohio
- 60% Pell Eligible
- 40-45% FGEN
- 20% Students of Color



## Unique Challenges

1. Under-prepared students – low performing in High School.
2. Diversity/Inclusion - Percentage of FGEN/Pell Eligible/Students of Color.
3. Small staff size to meet personalized needs of students – great demand for personal attention.
4. Students are seeking pseudo parent in staff.
5. On-campus housing retention vs. off-campus housing

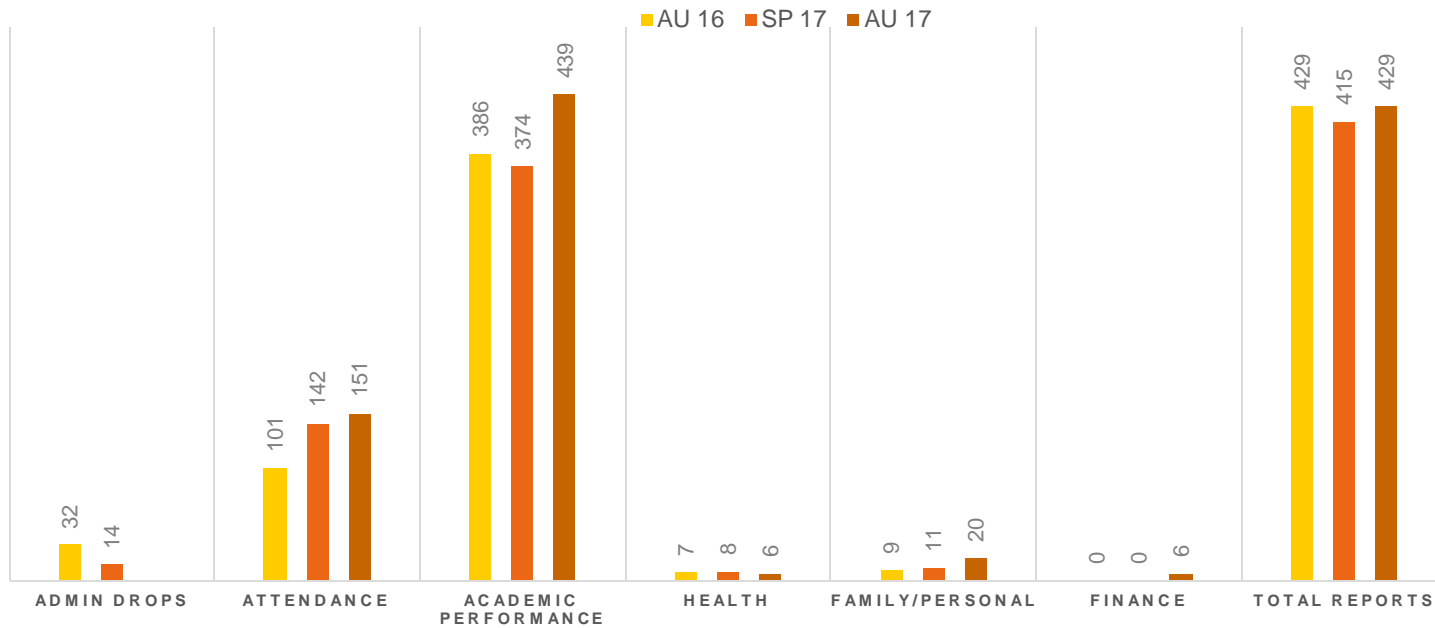


## Academic Success Initiatives

1. Make personal calls/text messages – results of faculty reported early alerts and focus on specific demographics
2. Meet the students where they are – holistic approach
3. Learning Communities: New Gen & Buckeye Students of Color
4. Teach Exploration session second week of semester

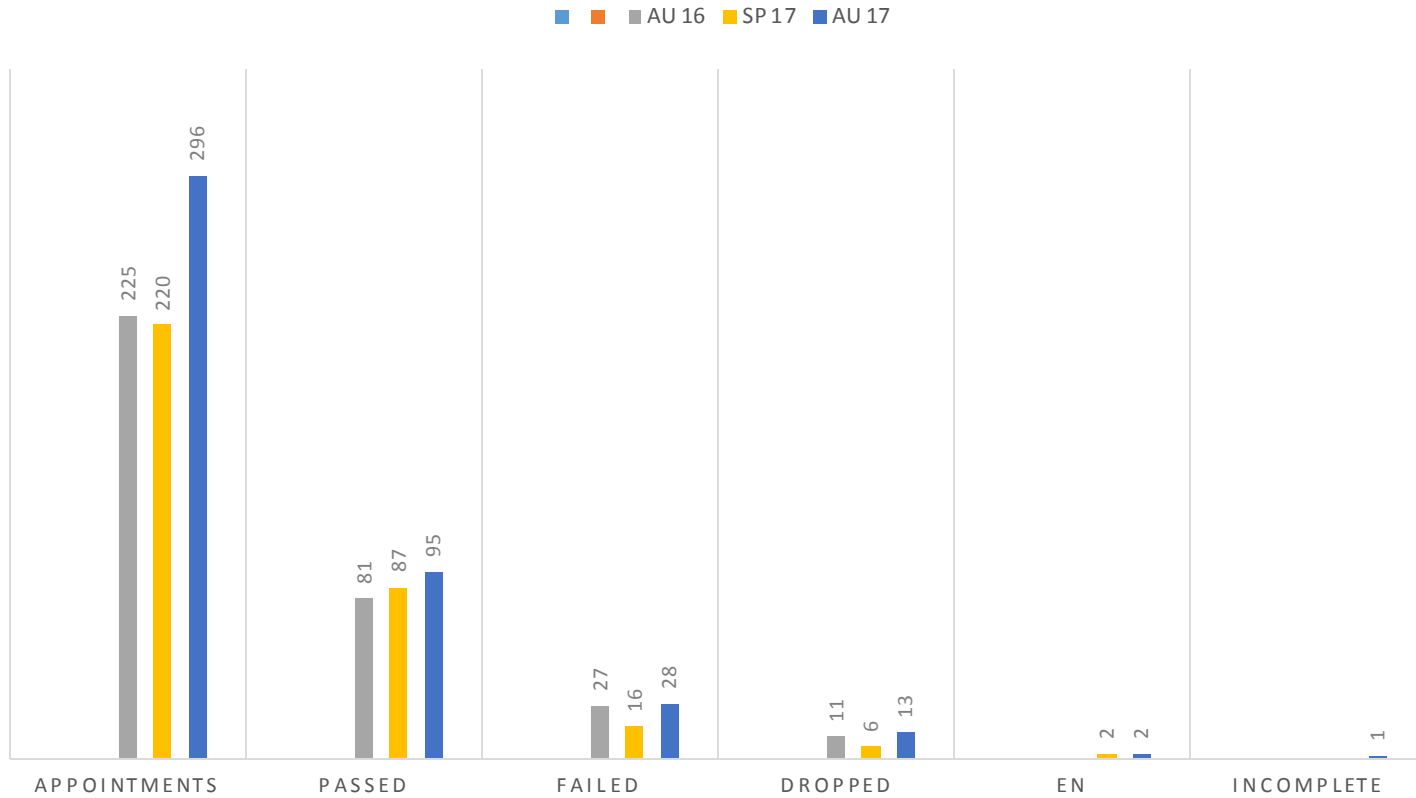


## AU 17'S SEMESTER REPORTS WITH PREVIOUS 2 SEMESTERS





### AU 17 STUDENT APPOINTMENT RESULTS





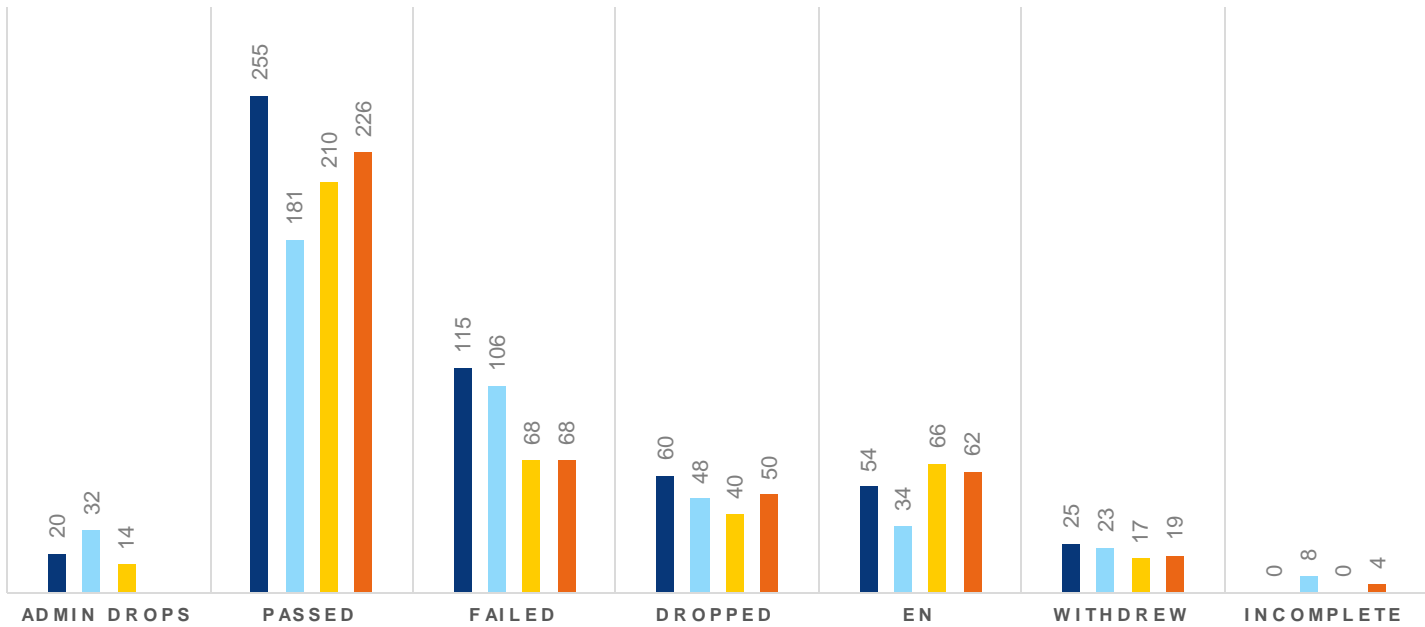
## Autumn 2017 Learning Communities

- Improved GPA with increased number of visits
- Compared to previous semesters – number with higher GPA is increasing
- Only 6 of 35 students earned below 2.0 GPA
- Only 1 student earned 0.0 GPA



## PAST 4 SEMESTER OUTCOMES

■ SP 16 ■ AU 16 ■ SP 17 ■ AU 17







## **Additional Resources**

- **Emergency Grants**
- **Ways to continue Completion Grants**
- **Food Pantry**
- **Conard Learning Center Tutoring Services**



# Ohio State Marion

**Retention Outreach &**

**Academic Success Programs**



- **Academic Alert through On Course**
- **End of term actions (probation, dismissal)**
- **Collaboration with Advising – connect with those not registered for the next semester.**
- **Completion grants**



# Peer Leaders

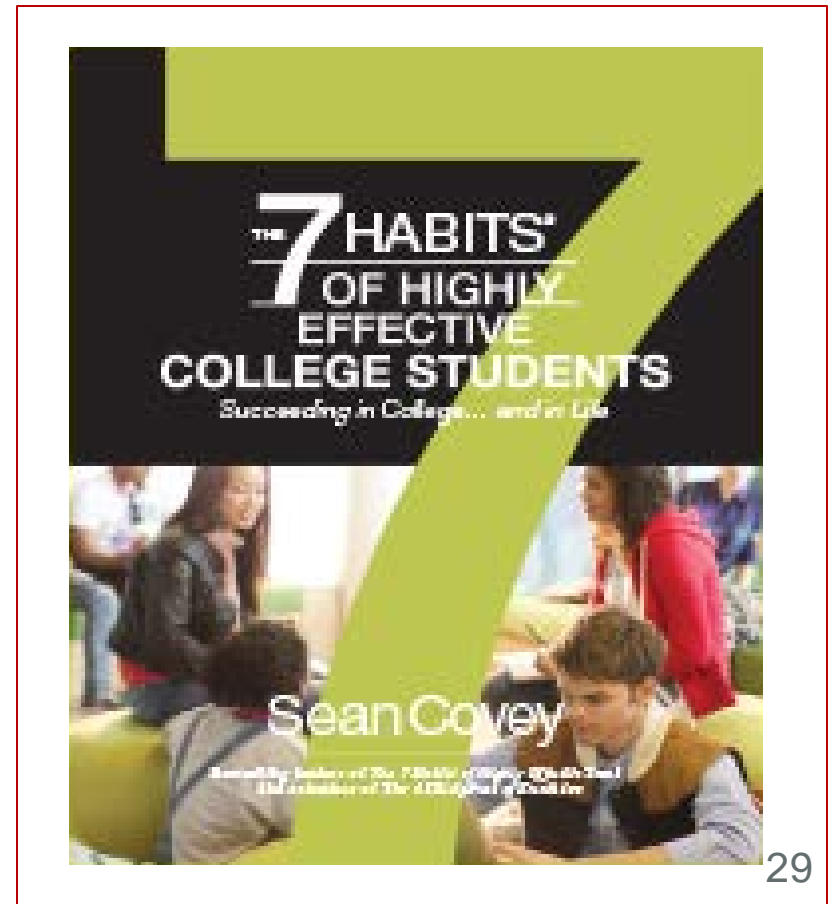
- 8 outstanding undergraduates
- Connect with students at Orientation and throughout their first year
- Develop and present Success Sessions as part of EXP 1100
- In Spring 18, Peer Leaders are connected to EXP sections
- Direct contact with those who made Dean's List in fall semester, eligible for honors, on Academic Probation, etc.





# *7 Habits of Highly Effective College Students*

Began using as the framework for EXP 1100.01 in Au 16.





Put first things first

Seek first to understand, then be understood

- Understand OSU major options
- Understand their strengths, goals and interests in relationship to decision making and be able to connect to majors
- Understand how to select and schedule for classes that help them to explore majors and meet degree requirements
- Understand relationships between majors and careers
- Understand university policies, procedures and resources

Synergize

Sharpen the saw

Be Proactive

Begin with the end in mind

Think Win-Win



Put first things first

Seek first to understand, then be understood

- Understand OSU major options **(H 1, 2, 3, 5)**
- Understand their strengths, goals and interests in relationship to decision making and be able to connect to majors **(H 1, 2, 3)**
- Understand how to select and schedule for classes that help them to explore majors and meet degree requirements **(H 1, 4, 5)**
- Understand relationships between majors and careers **(H 2, 4, 6)**
- Understand university policies, procedures and resources **(H 4, 6, 7)**

Synergize

Sharpen the saw

Be Proactive

Begin with the end in mind

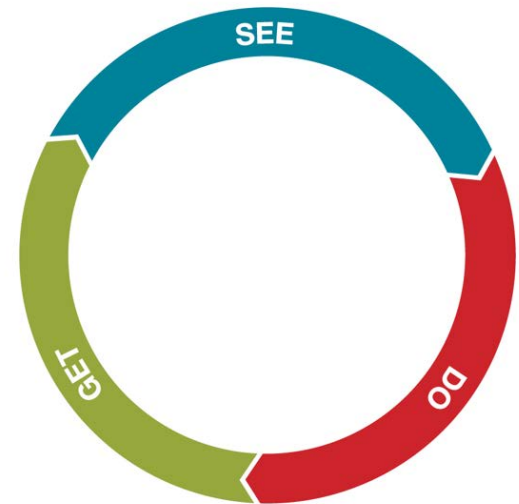
Think Win-Win



# Success Plan

Students on probation must meet with Retention Director or a Peer Leader by the 5<sup>th</sup> week to discuss:

- GPA and Deficiency Point calculations
- Probationary conditions
- Reasons for prior academic performance
- Strategies to assist
  - Utilizing resources
  - Study skills
  - Managing time/behavior/choices







# Ohio State Newark

**Retention Outreach &**

**Academic Success Programs**



# Stopout Outreach



 THE OHIO STATE UNIVERSITY  
NEWARK

Returning  
to **Ohio State  
Newark?**

Hurry! Classes are still available for spring semester.



# What kind of data?

## Service Indicators

- Financial holds
- Registration locks

## Academic Status

- Warning, Probation,  
Special Action Probation,  
Dismissal

### Returning to **Ohio State Newark?**

To view the list of classes, go to:  
[go.osu.edu/newarkclasses](http://go.osu.edu/newarkclasses).

Then schedule your classes  
on your My BuckeyeLink at:  
[buckeyelink.osu.edu](http://buckeyelink.osu.edu).

### **NOT** Returning to **Ohio State Newark?**

If you don't plan on returning to  
Ohio State Newark please complete  
the short survey below to tell us why.  
[go.osu.edu/newarksurvey](http://go.osu.edu/newarksurvey)

Your feedback is very important to us.

Questions? Email [white.1291@osu.edu](mailto:white.1291@osu.edu)



# Assessing the Stopout Initiative

## SP17 to AU17

- 16% (73 students) enrolled after 4 weeks of outreach in June-July

## AU17 to SP18

- 28% (120 students) enrolled after 2 weeks of outreach in early December



# Learning Communities



First-generation



Engineering



Education



Students of color

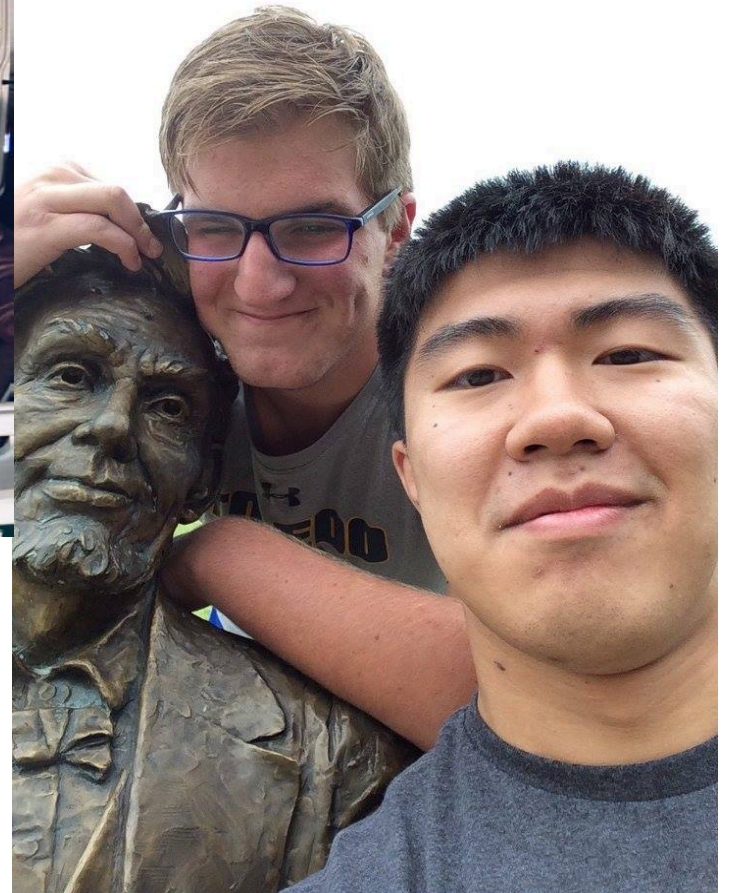


- Cohort courses / multicultural curriculum
- Supplemental Instruction / Open study tables
- Textbook stipends
- Peer mentoring / academic coaching
- Connections to professionals in their field
- Priority consideration in residence halls



“the BGLC is a really great program. It’s making me feel more like a person versus just a number at a bigger college. I can’t wait to see what the rest of the year leads to.”

“love being able to be accepted and being a part of a group”



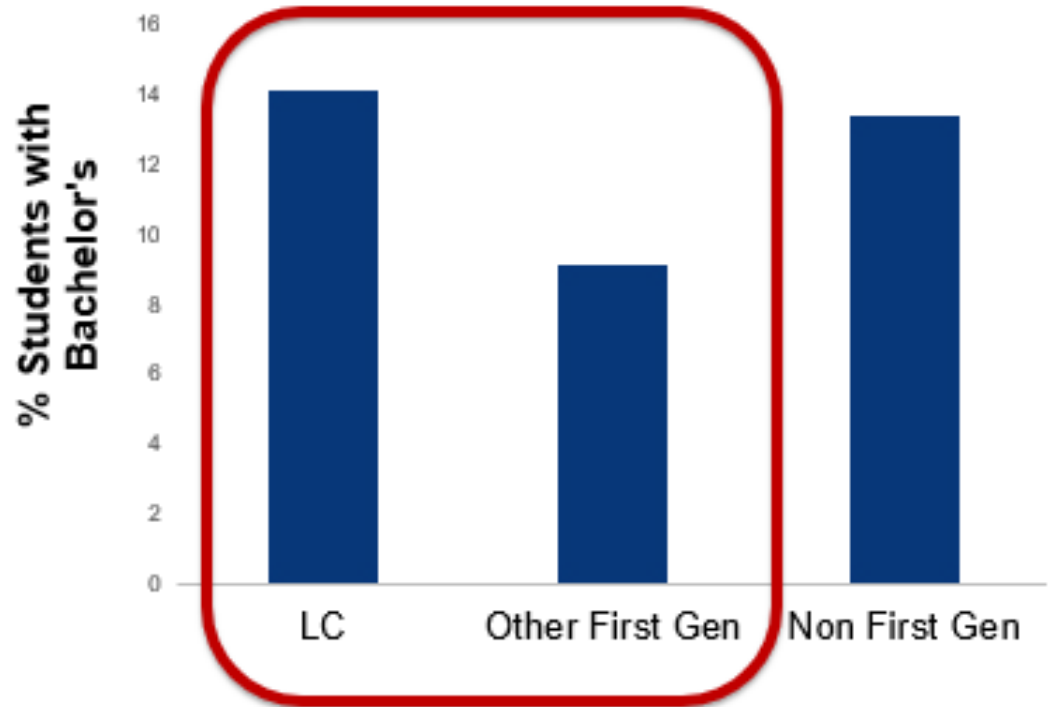


## Retention

AU 2012 cohort  
retained after AU 2015

BGLC = 40.6% vs.  
Other first-gen = 29.9%

## Graduation







# Success Programs for Probation Students

## Academic Success Workshop

- Weeks 2 - 5
- Carmen tutorials & quiz
- In-person Learning Skills Session

## Success Training for Academic Recovery (S.T.A.R.)

- Mid-semester faculty check-ins weeks 4 - 7
- Student Success Forms uploaded to Carmen



# Term Withdrawal Process

- Initiated SP17 in collaboration with Office of Advising
- Individual meeting required for students prior to withdrawing from the semester after the 4<sup>th</sup> week



# Campus Corner: Student Food Pantry

- We Care Survey in SP17
- Opened October 2017 in collaboration with Student Life
- Served 34 students within first month





# Critical for first-year students

Faculty partnership and referrals

Personalized/Holistic support for all students on campus



## Questions & Discussion

