



THE OHIO STATE UNIVERSITY



# Retention and Student Development Theory: Implications for New Students



# Presentation Outline

- ohio state retention data
- transition theory and departure models
- implications for practice
- discussion



# University Goals:

Ohio State aspires to be a top ten public institution. The average first-year retention rate at the nation's top ten publics is **95.3%**

The university's 2015 Enrollment Plan set a goal of **95%** retention by 2015



# University Goals:

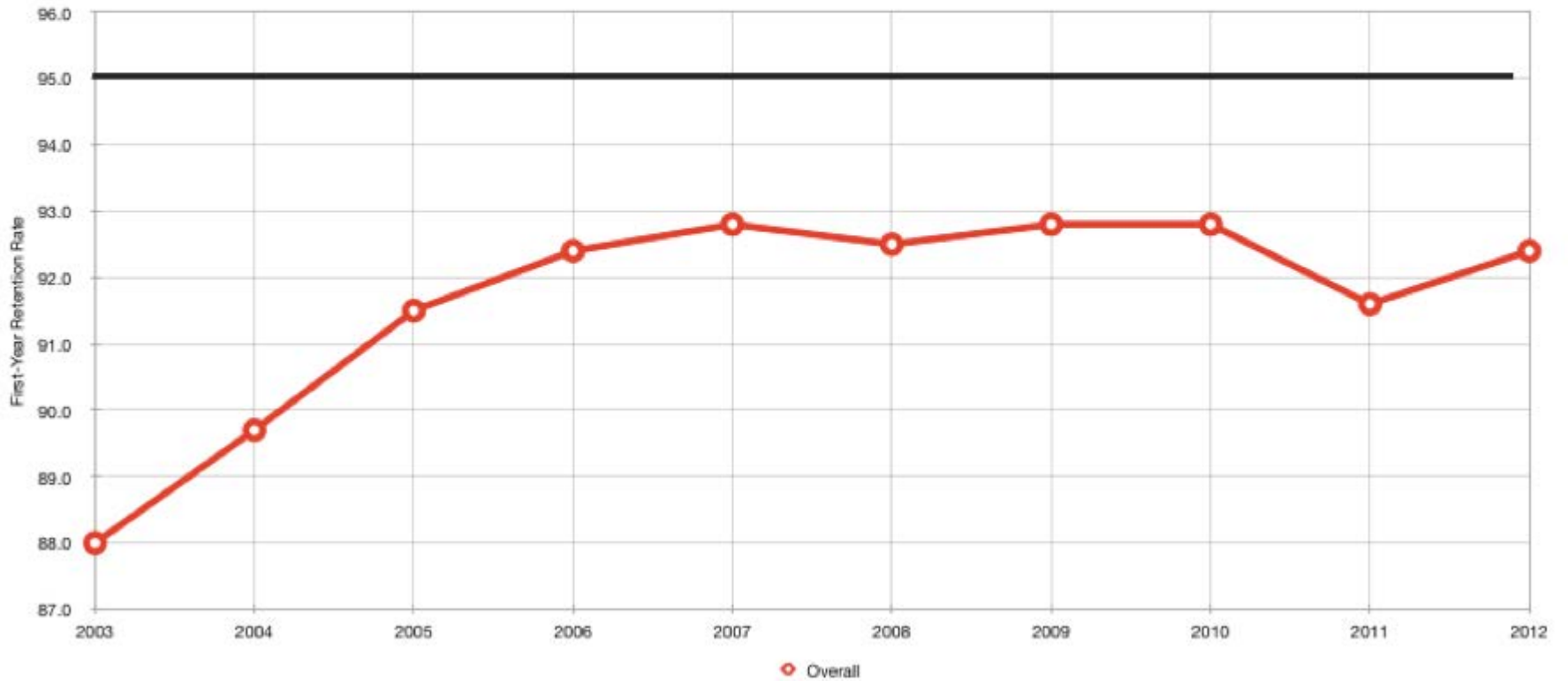
*After peaking in 2007 at **92.8%**, Ohio State's first-year retention rate has been flat for five consecutive years.*



First-Year Retention by Year

DESCRIPTION	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Overall	88.0	89.7	91.5	92.4	92.8	92.5	92.8	92.8	91.6	92.4

First-Year Retention: 2003 - 2013





# Financial Concerns:

- National studies suggest it takes **3-5 times** as much money to recruit a new student than it does to retain an already enrolled student
- Based on basic tools from Noel-Levitz, Ohio State could gain as much as **\$2.5M per year** in additional revenue if the retention rate rose from 92.4% to 95%

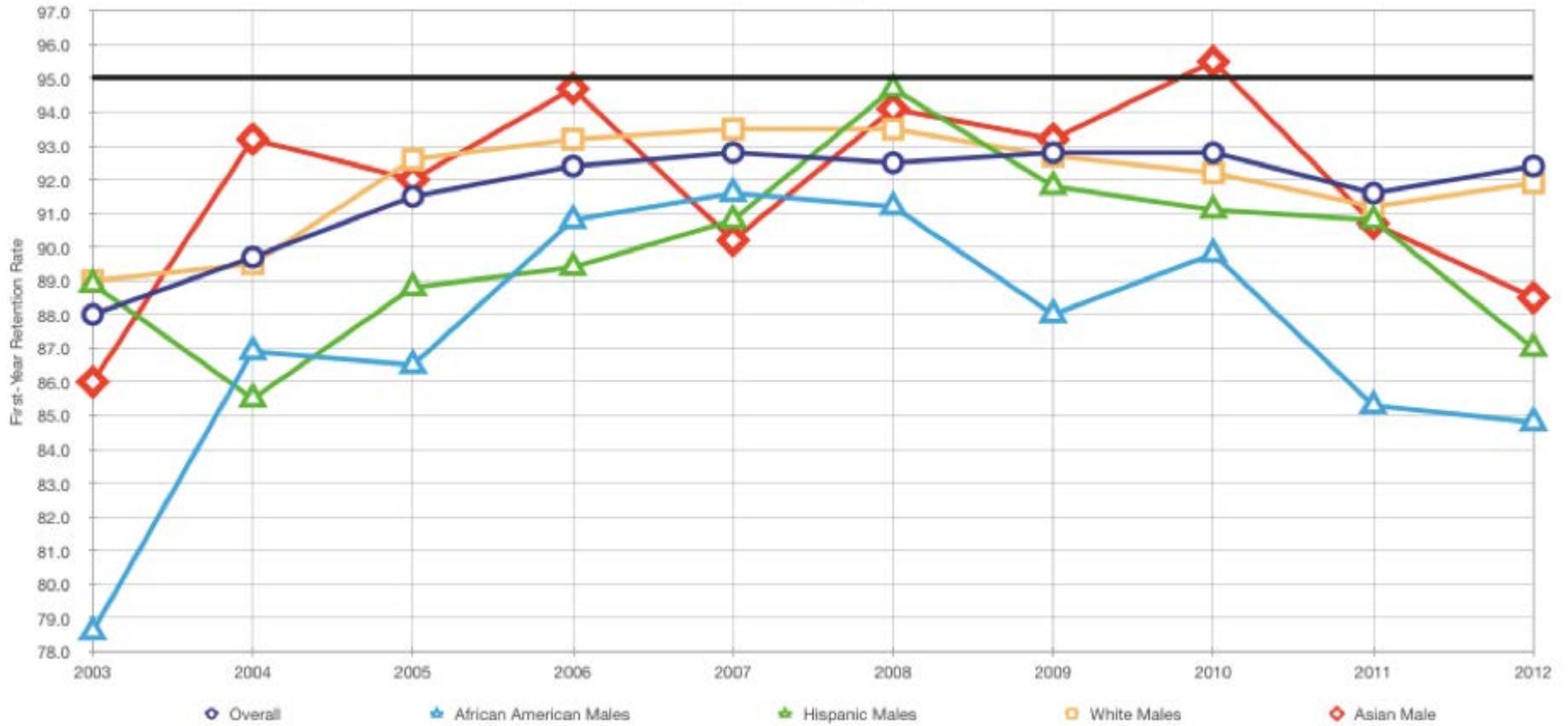


# Underrepresented Students:

- The first-year retention rate of many underrepresented populations peaked in the mid-to-late part of the last decade and has since declined
- African American males, Hispanic males, and Asian males, for example, are at their lowest rates in almost a decade



Male First-Year Retention by Race: 2003 - 2013





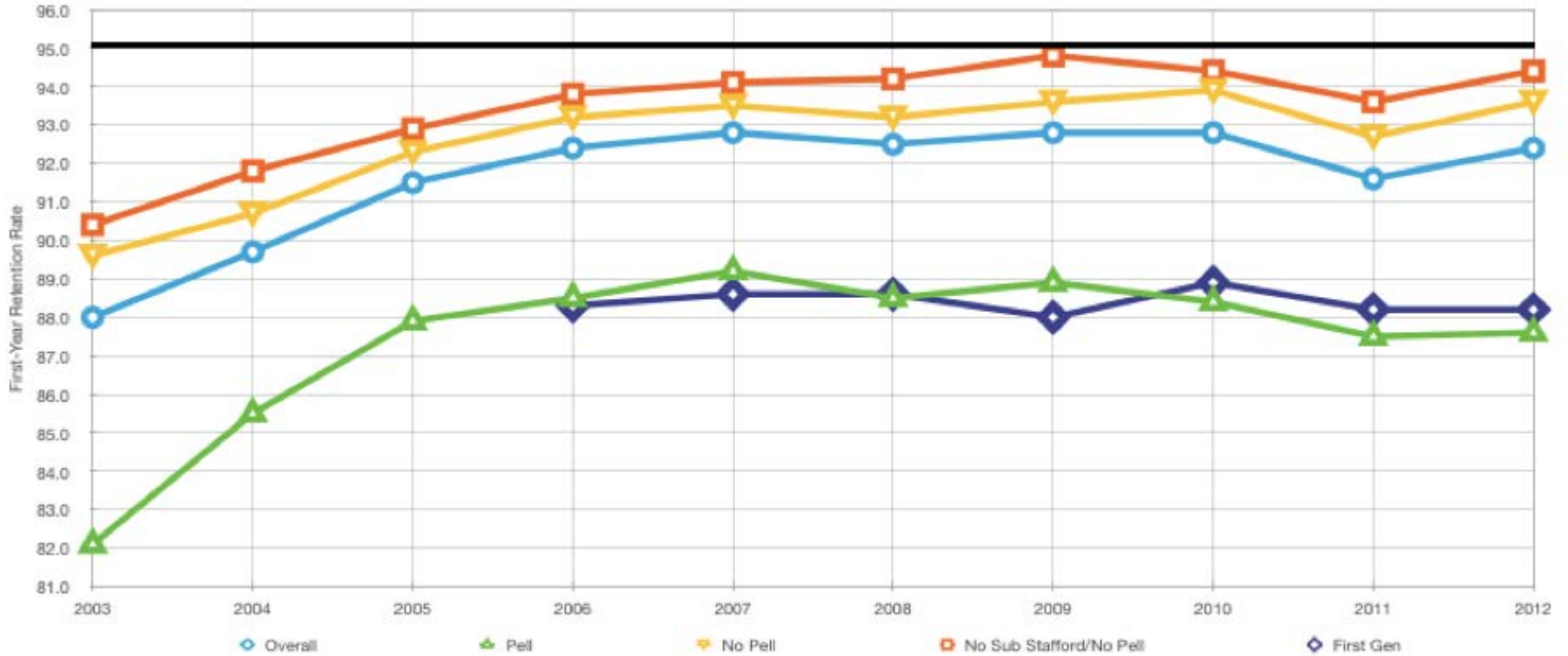


# First Gen and Low Income:

- Concern: profile goals vs. the university goals related to access and affordability
- The retention gap between low-income and first generation students and middle to upper-income students remains a reality.



Retention Pell/No Pell and First Gen: 2003 - 2013



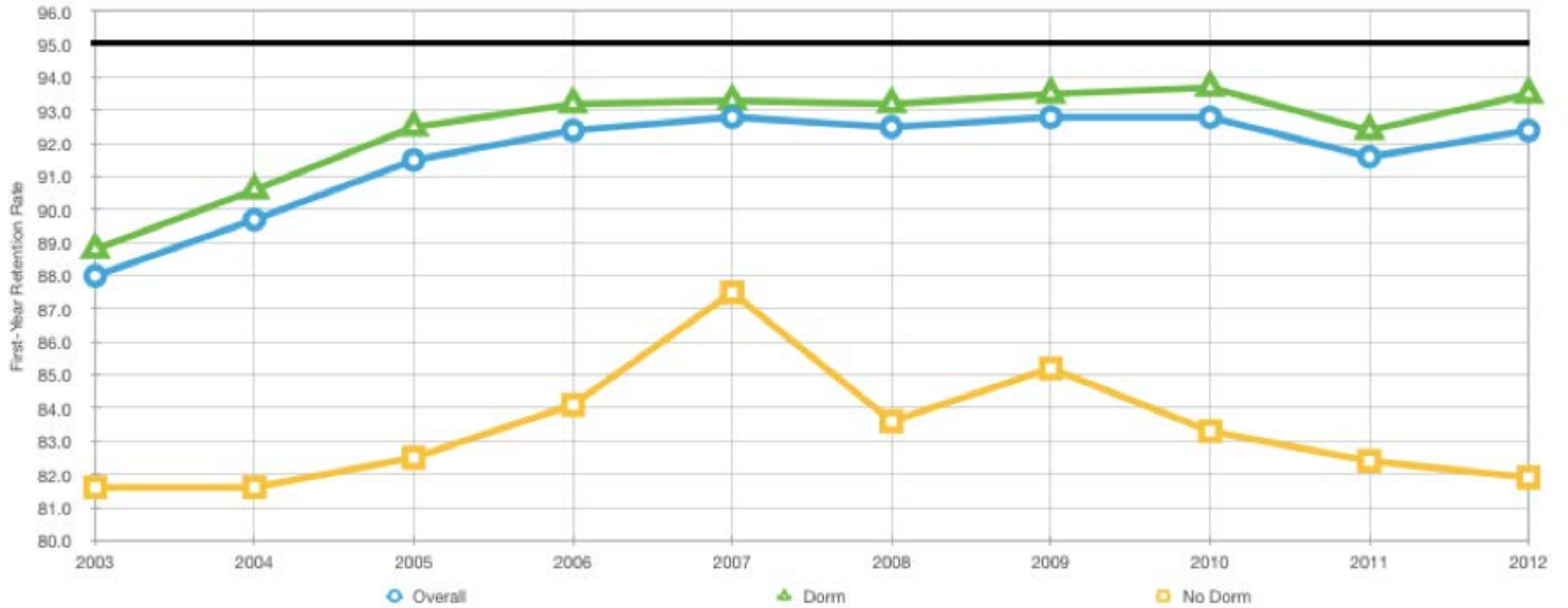


# Commuters:

New students not living in the residence halls (i.e. commuters) lag behind their on-campus peers at a significant rate.



Retention: Dorm/No Dorm



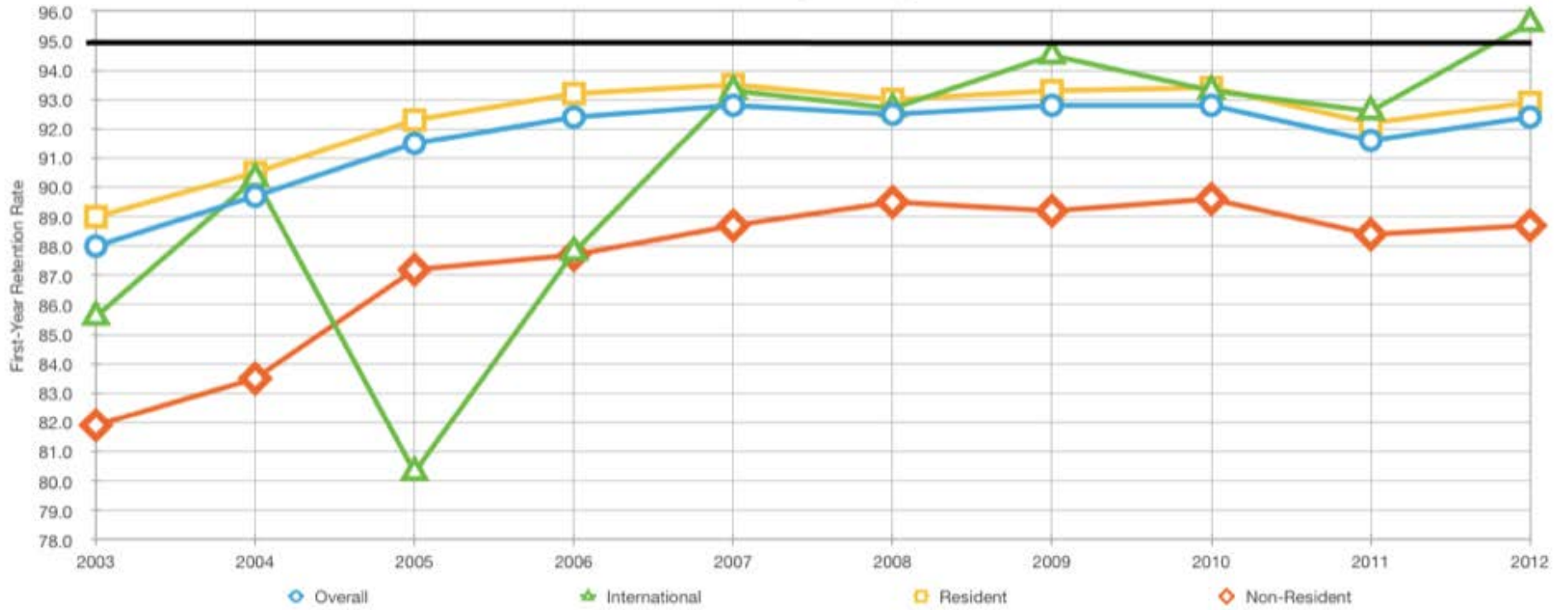


# Out-of-State:

Out-of-state students continue to trail their in-state peers. This is a concern continues to rise, approaching 30% of the incoming class.



First-Year Retention by Residency: 2003 - 2013





# So What?



# The Role of Student Development Theory

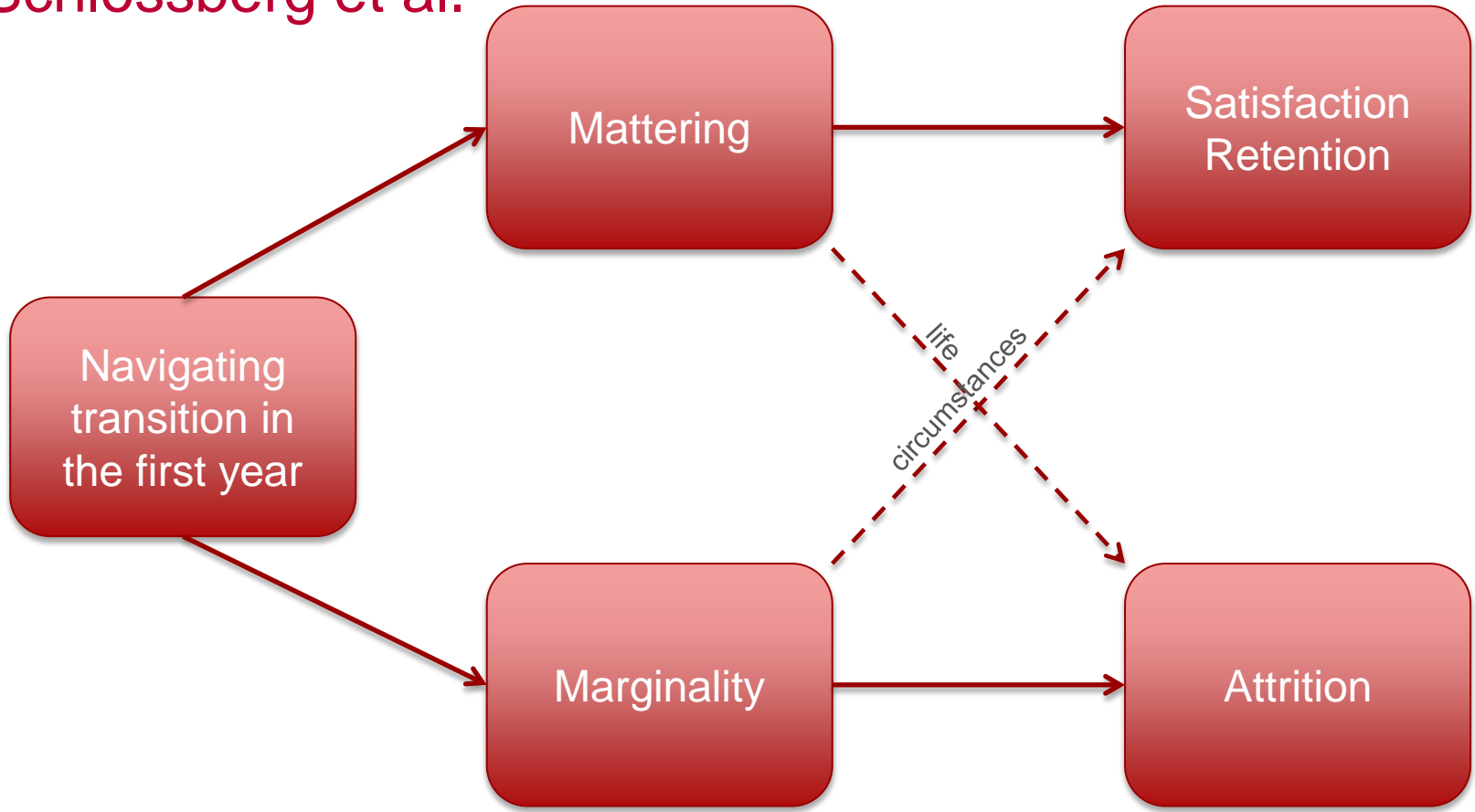




# Schlossberg, Waters, & Goodman (1995) Transition Model

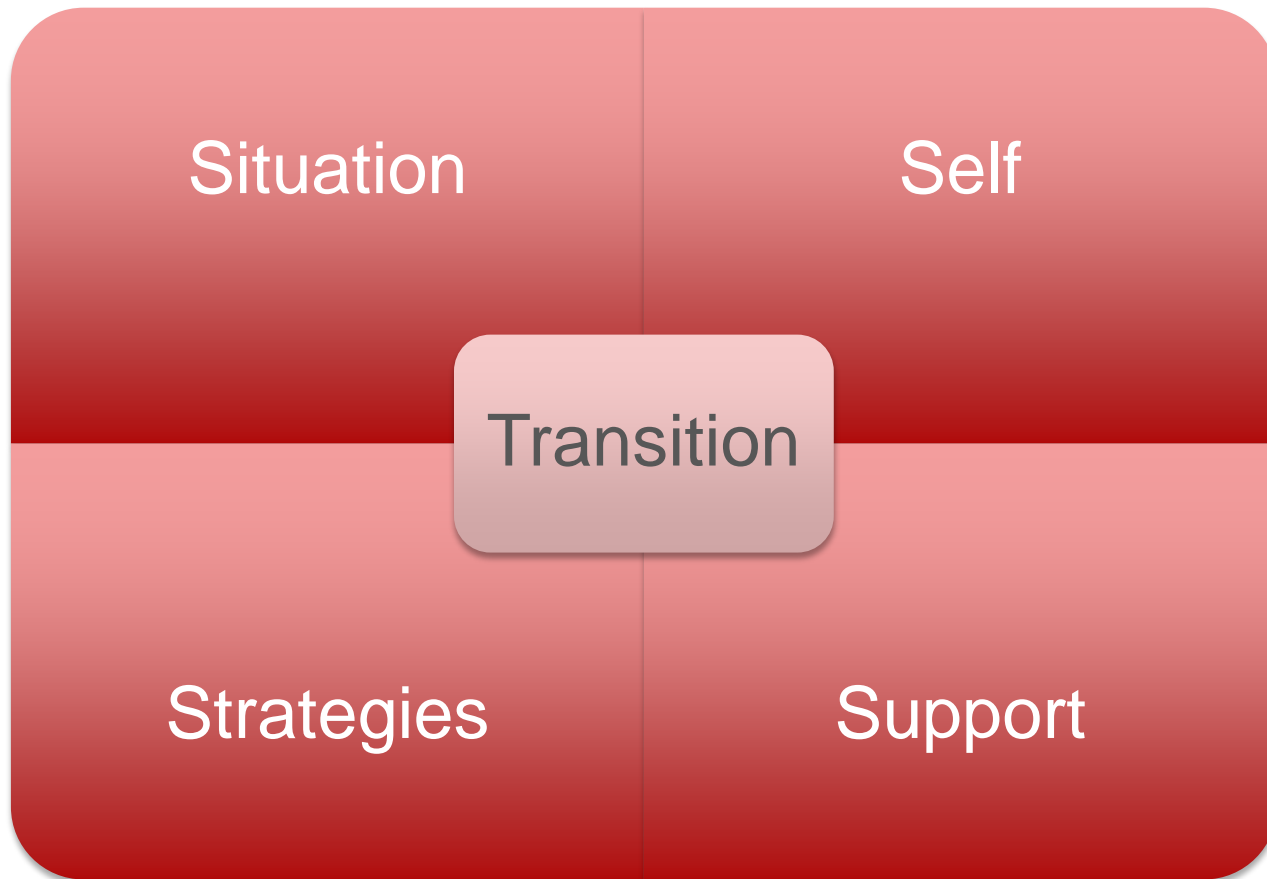


# Schlossberg et al.





## Schlossberg et al.





# Schlossberg et al.: Student Transition

- Retention data supports impact of factors within SELF category (SES, gender/ethnicity, on-campus/commuting, etc.)
- What students know about themselves vs. what can be emphasized through education
- Multiple layers of transition, factors that contribute to success (or failure) beyond just academics (or extracurricular experiences)



# Chickering & Reisser (1993) Identity Development



## Chickering & Reisser: Identity Development

- Focus on *vectors*
  - Move through vectors at different rates
  - Move through multiple vectors at a time
  - (Sometimes) move backwards)



## Chickering & Reisser: Identity Development

- Developing competence (pitchfork vector)
  - Intellectual competence
  - Physical competence
  - Interpersonal competence



## Chickering & Reisser: Identity Development

- Managing emotions
  - Recognize and accept
  - Appropriately express and control





## Chickering & Reisser: Identity Development

- Moving through autonomy toward interdependence
  - Emotional independence
  - Instrumental independence
  - Interdependence



## Chickering & Reisser: Identity Development

- Developing mature interpersonal relationships
  - Intercultural and interpersonal tolerance and appreciation of differences
  - Capacity for healthy and lasting intimate relationships



# Chickering & Reisser: Identity Development

- Establishing identity
  - Comfort with body and appearance
  - Comfort with gender and sexual orientation
  - A sense of one's social and cultural heritage, a clear self-concept and comfort with one's roles and lifestyle
  - Secure sense of self in light of feedback from significant others
  - Self-acceptance and self-esteem
  - Personal stability and integration



## Chickering & Reisser: Identity Development

- Developing purpose
  - Developing clear vocation goals
  - Making meaningful commitments to interests/activities
  - Intentionally making and staying with decisions



## Chickering & Reisser: Identity Development

- Developing integrity
  - Humanizing values
  - Personalized values
  - Developing congruence



## Chickering & Reisser: Identity Development

- Intersection of vectors and impact on development
- Intersection between:
  - Institutional/cultural factors
  - Prior education
  - Current state of mind



# Tinto's Model of Student Departure



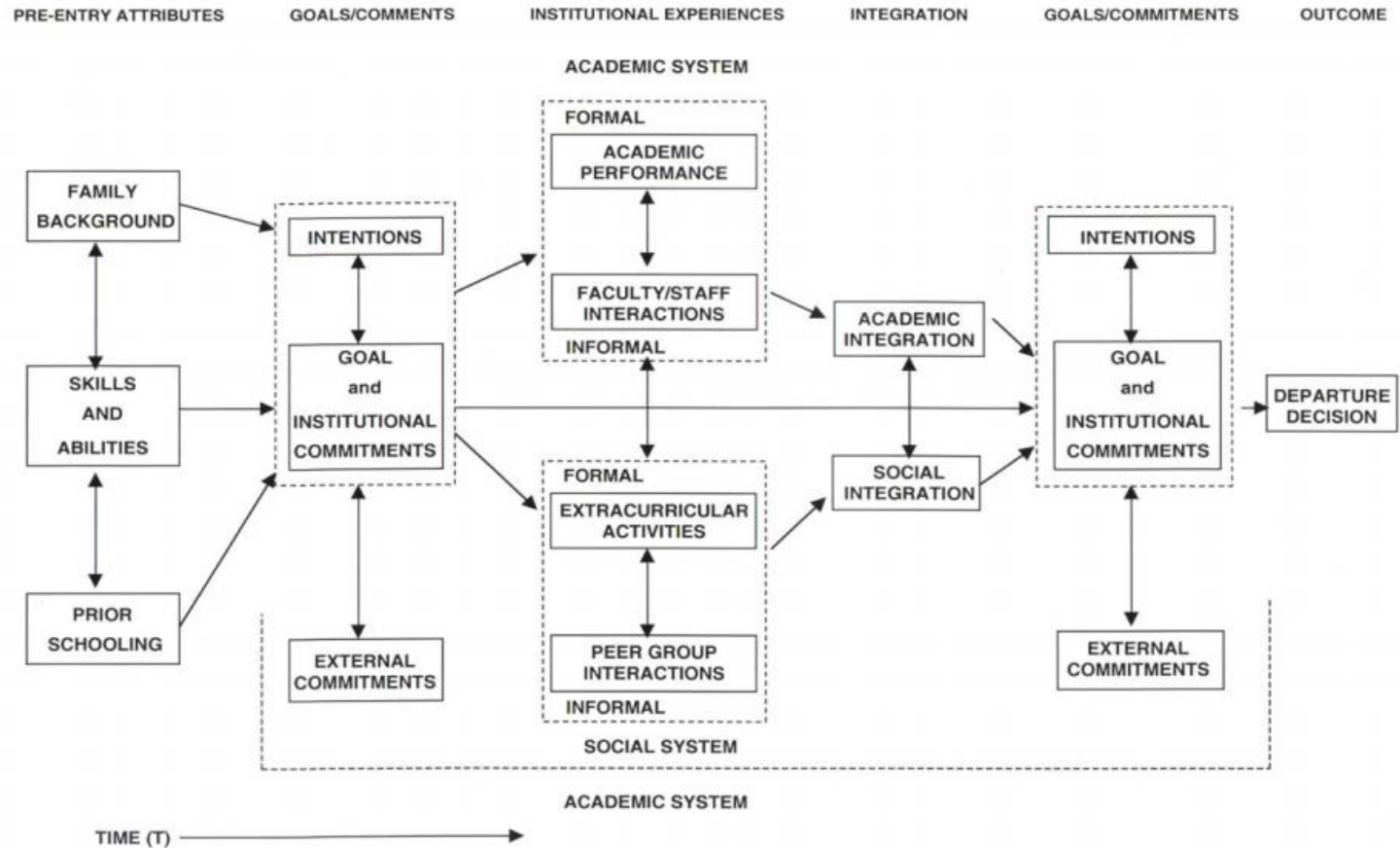
# Tinto: Student Departure

- What students “brings with them”, including external commitments, matters
- An emphasis must be placed on both the academic and social systems (formal/informal)
- Students must integrate into both
- The university must create and ensure opportunities for connectivity





# Tinto: Student Departure





# Tinto: Student Departure

“...while the effects of social integration are more significant at the start of the students’ experience, in most cases, **academic integration** seemed to be the more important form of involvement.”

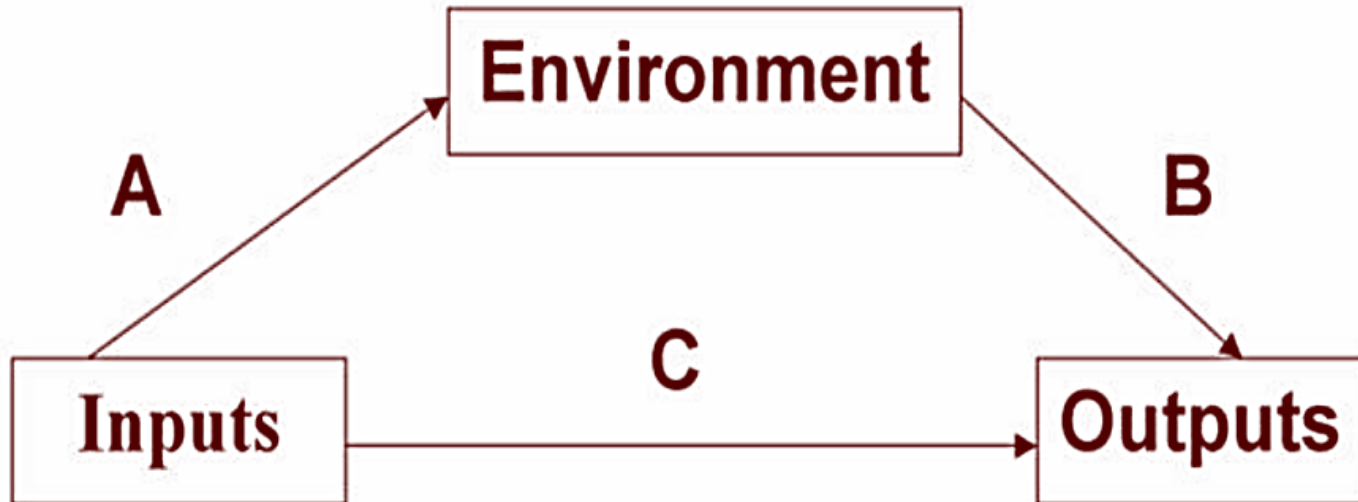


# Astin's Input-Environment-Output (I-E-O) Model

*The success of students is a reflection of the person that the student was before enrolling and those things that happen to them after they enroll at the university*



# Astin's I-E-O Model





# Astin's I-E-O Model

## Inputs

- family, background, H.S. performance, test scores, gender, race, ethnicity, individual reasons for attending the university, etc.

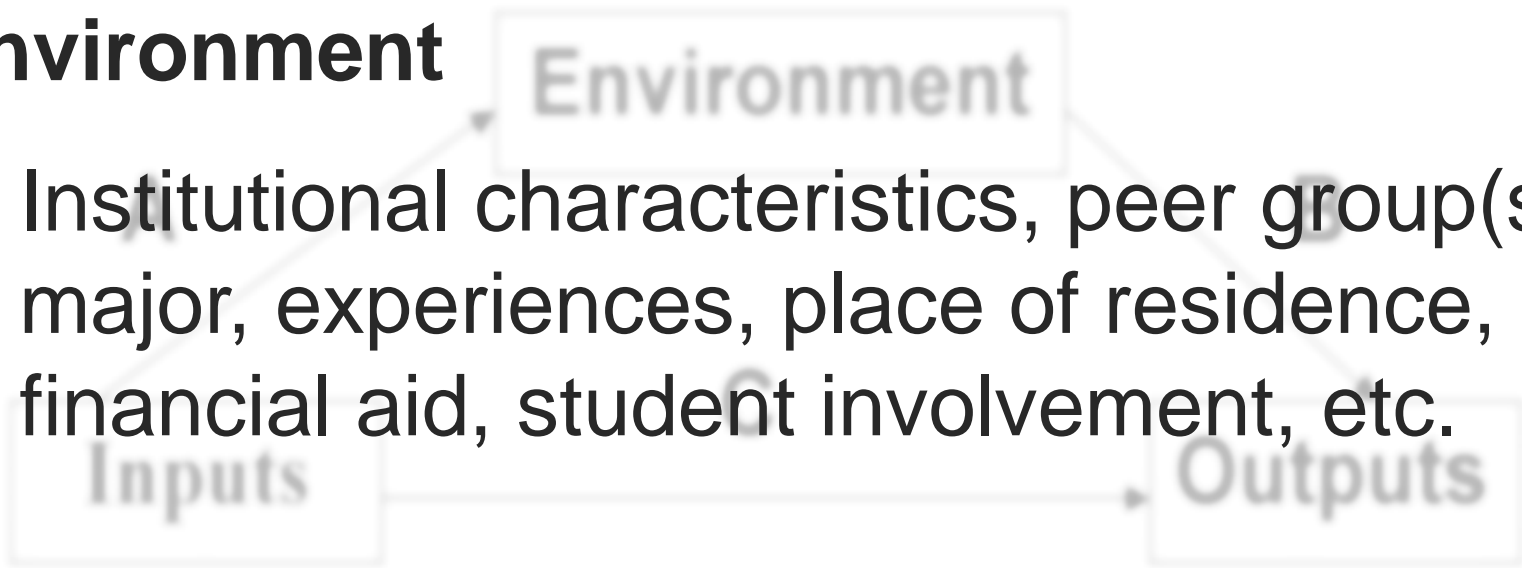
*Note: responsible for double the impact*



# Astin's I-E-O Model

## Environment

- Institutional characteristics, peer group(s), major, experiences, place of residence, financial aid, student involvement, etc.

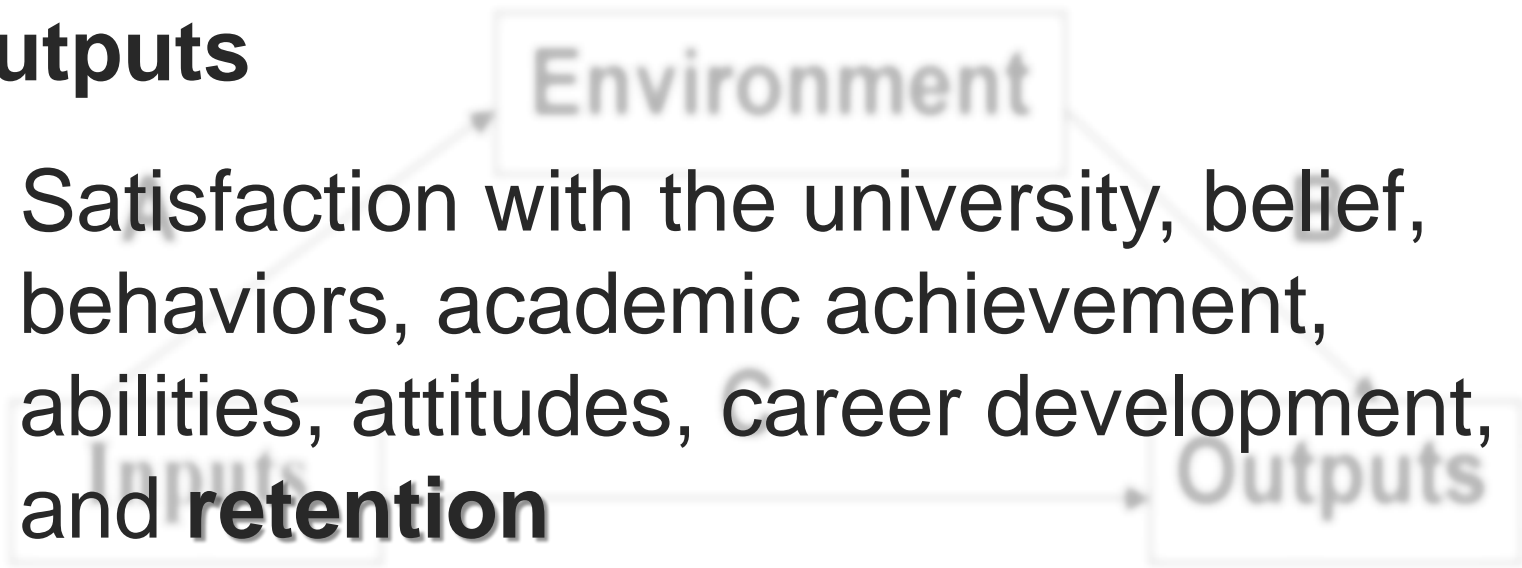




# Astin's I-E-O Model

## Outputs

- Satisfaction with the university, belief, behaviors, academic achievement, abilities, attitudes, career development, and **retention**





# Now What?