Opportunities to Improve First-Year Retention and Enhance Student Success: Lessons Learned from a Campus Workgroup
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Undergraduate Education

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Center for the Study of Student Life
Student Life

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Director, Orientation and First Year Experience
Enrollment Services
First-Year Retention

Key Questions We Will Answer

• What is retention? What do we know?
• Who is at risk at Ohio State?
• What is happening nationally?
• What is Ohio State doing?
• What can you do to improve first-year retention?
Definitions

• Retention rate: The percentage of a school’s first-time, first-year undergraduate students who continue at that school the next year. For example, a student who studies full-time in the fall semester and keeps on studying in the program in the next fall semester is counted in this rate.
Definitions

• Graduation rate: The percentage of a school’s first-time, first-year undergraduate students who complete their program within 150% of the published time for the program. For example, for a four-year degree program, entering students who complete within six years are counted as graduates.
“The words “persistence” and “retention” are often used interchangeably. The National Center for Education Statistics, however, differentiates the terms by using “retention” as an institutional measure and “persistence” as a student measure. In other words, institutions retain and students persist. Another term commonly used with retention is “attrition”. Attrition is the diminution in numbers of students resulting from lower student retention.” (Hagedorn, 2005)
Literature: 75 Years of Research

• Tinto
• Braxton
• Astin
• Gardner
Astin’s Theory of Involvement

- Factors contributing to persistence were associated with students’ involvement in college life
- Factors contributing to departure from college were associated with students’ noninvolvement
Dr. John Braxton

- Academic and social integration are key factors in first to-second year persistence.
- Effective intervention at the first indication of academic difficulty can play a role in reducing student attrition.
- A student’s ability to pay and the student’s perceptions of the costs of his or her education influence persistence.
- “Nine imperatives” for institutional policy and practice.
Tinto’s Model of Student Departure

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

*Tinto’s Model of Student Departure

*775 Citations
Tinto’s Model of 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.”
Retention at Ohio State

| Retention Rate | All Students | 93.7% |

Columbus campus, 2013 cohort
Source: oesar.osu.edu/grad_rates.html
<table>
<thead>
<tr>
<th></th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>93.1%</td>
</tr>
<tr>
<td>Female</td>
<td>94.3%</td>
</tr>
</tbody>
</table>

First-Year Retention

Columbus campus, 2013 cohort
Source: oesar.osu.edu/grad_rates.html
### First-Year Retention

<table>
<thead>
<tr>
<th></th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Indian/ Alaskan Native</strong></td>
<td>90.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>94.9%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>89.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>89.2%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>90.8%</td>
</tr>
<tr>
<td>White</td>
<td>94.2%</td>
</tr>
</tbody>
</table>

**Columbus campus, 2013 cohort**

*Source: oesar.osu.edu/grad_rates.html*  
*Group includes fewer than 20 students*
First-Year Retention

<table>
<thead>
<tr>
<th></th>
<th>Retention Rate Male</th>
<th>Retention Rate Female</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Indian/Alaskan Native</strong></td>
<td>100.0%</td>
<td>85.7%</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>94.1%</td>
<td>95.7%</td>
</tr>
<tr>
<td><strong>Black or African American</strong></td>
<td>86.7%</td>
<td>91.6%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>92.5%</td>
<td>85.8%</td>
</tr>
<tr>
<td><strong>Two or More Races</strong></td>
<td>92.3%</td>
<td>89.6%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>93.6%</td>
<td>94.7%</td>
</tr>
</tbody>
</table>

*C* Group includes fewer than 20 students.

Columbus campus, 2013 cohort

Source: oesar.osu.edu/grad_rates.html
### First-Year Retention

<table>
<thead>
<tr>
<th>First Generation Students</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>89.7%</td>
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</tbody>
</table>

Columbus campus, 2013 cohort

Source: oesar.osu.edu/grad_rates.html
First-Year Retention

<table>
<thead>
<tr>
<th>Retention Rate</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio Resident</td>
<td>94.2%</td>
</tr>
<tr>
<td>Domestic, Non-Ohio Resident</td>
<td>92.2%</td>
</tr>
<tr>
<td>International</td>
<td>92.8%</td>
</tr>
</tbody>
</table>

Columbus campus, 2013 cohort
Source: oesar.osu.edu/grad_rates.html
### First-Year Retention

<table>
<thead>
<tr>
<th></th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorm</td>
<td>93.5%</td>
</tr>
<tr>
<td>No Dorm</td>
<td>81.9%</td>
</tr>
</tbody>
</table>

- 35.2% of commuter students are first generation
- 18.0% of non-commuter students are first generation

Columbus campus, 2012 cohort
Source: oesar.osu.edu/grad_rates.html
Who is at risk at Ohio State?

- Men
- African American and Hispanic/Latino students
- Non-Ohio residents
- Students not living in the residence halls
- First generation students

First-Year Retention
First-Year Retention

Additional retention risk factors

• Academic risk factors
  • Withdrawing from course
  • Receiving an E
  • Not scheduling courses when window opens

• Stumbling block courses
  • Math, Chemistry and Physics
State and National Conversations

Retention and Completion
• 60% by 2025
• Complete College America
• Complete College Ohio
  • College Credit Plus
  • Credit When It’s Due
  • Plan with a Purpose
What is Ohio State doing about retention?
Student Retention Workgroup

**Executive Sponsors:** Vice Presidents Dolan Evanovich, Dr. Javaune Adams-Gaston, and Vice Provost for Undergraduate Studies and Dean of Undergraduate Education Dr. Wayne Carlson

**Charge:** Develop an action plan to improve the first to second year retention rate at the university from 92% to 95% over the next few years. This plan should include strategies and tactics related to programs, policies and services to improve student retention and enhance student success.
First-Year Retention

Student Retention Committee Process

- Review of Ohio State data
- Examination of research literature
- Scan of best practices at other universities
- Discussions with experts at Ohio State
First-Year Retention

Student Retention Committee Progress

- Shaping our recommendations

- A few examples (short-term):
  - Commuter students
  - Bridge programs

- A few examples (long-term):
  - Student Success Intervention Team
  - Formalized Supplemental Instruction Program
Retention Efforts on Campus

- Ohio State Completion Plan
- University Innovation Alliance (UIA)
- 2017 Re-affirmation of Accreditation
- Course Re-design Funding
- Satisfactory Academic Progress (SAP)
- Colleges, Student Support Offices, etc.
- The Executive Committee on Integrated Institutional Business Intelligence and Data Governance
What can you do about retention?
First-Year Retention

Know the Data

• There are data sources you might not know about!
  • Office of Enrollment Services Analysis and Reporting (oesar.osu.edu)
  • Institutional Research and Planning (oaa.osu.edu/irp)
  • Center for the Study of Student Life (cssl.osu.edu)
Enrollment and graduation rates

How to read the enrollment and graduation rate tables

First-year students

- Retention and graduation rates for new first-year students
- New first-year students - all campuses
- New first-year students by gender - all campuses
- New first-year students by ethnicity
- New first-year students by gender/ethnicity
- New first-year students by residency
- New first-year students that are first generation – all campuses
- New first-year students with Federal Pell Grant - all campuses
- New first-year students with Federal Subsidized Stafford Loan but no Federal Pell Grant - all campuses
- New first-year students with no Federal Subsidized Stafford Loan or Federal Pell Grant - all campuses
- Associate/Baccalaureate recipient report
Reports

Survey Reports

- Culture Survey
- National Survey of Student Engagement
- Graduate and Professional Student Survey

Collegiate Learning Assessment

IPEDS Data Feedback Reports

<table>
<thead>
<tr>
<th>Year</th>
<th>Columbus</th>
<th>Lima</th>
<th>Mansfield</th>
<th>Marion</th>
<th>Newark</th>
<th>ATI</th>
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</thead>
<tbody>
<tr>
<td>2008</td>
<td></td>
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<td></td>
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<tr>
<td>2009</td>
<td>Columbus</td>
<td>Lima</td>
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<td>Marion</td>
<td>Newark</td>
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<td>2010</td>
<td>Columbus</td>
<td>Lima</td>
<td>Mansfield</td>
<td>Marion</td>
<td>Newark</td>
<td>ATI</td>
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<tr>
<td>2011</td>
<td>Columbus</td>
<td>Lima</td>
<td>Mansfield</td>
<td>Marion</td>
<td>Newark</td>
<td>ATI</td>
</tr>
<tr>
<td>2012</td>
<td>Columbus</td>
<td>Lima</td>
<td>Mansfield</td>
<td>Marion</td>
<td>Newark</td>
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Reports by Year

The reports below examine data from recent research projects conducted by the Center for the Study of Student Life. They may be based on a small sub-set of information from a large survey or National data set, or they may summarize a research project undertaken at The Ohio State University. Reports are organized chronologically, according to the date of publication, beginning with the most recent.

2014

Co-Curricular Involvement Among First- and Fourth-Year Students

Trends in Alcohol Use Among Ohio State Students: A Comparison of the 2009 and 2014 NCHA

Institutional Data Report: Findings from the 2014 National College Health Assessment II

Development Study: Why do Alumni Support Student Life?

2013

Mental Health

Students and Philanthropy: An Exploration of Undergraduate Fundraising Patterns and Outcomes at BuckeyeThon

Philanthropic Motivation: Undergraduate Participation Motivations at BuckeyeThon

International Undergraduate Student Experience: Inside and Outside the Classroom

Health Literacy: Report of Survey Results

Student Athletes: A Profile of Ohio State Student Athletes
First-Year Retention

Targeted and Proactive Intervention

• Why?
• Models:
  • Georgia State University
  • Arizona State University
• Challenges: current culture/systems
• Opportunities
First-Year Retention

Discussion

• How can you use this information?
• How can you reach students?