

Outside the Box Retention Strategies

EPI Retention Conference 2010
Chicago

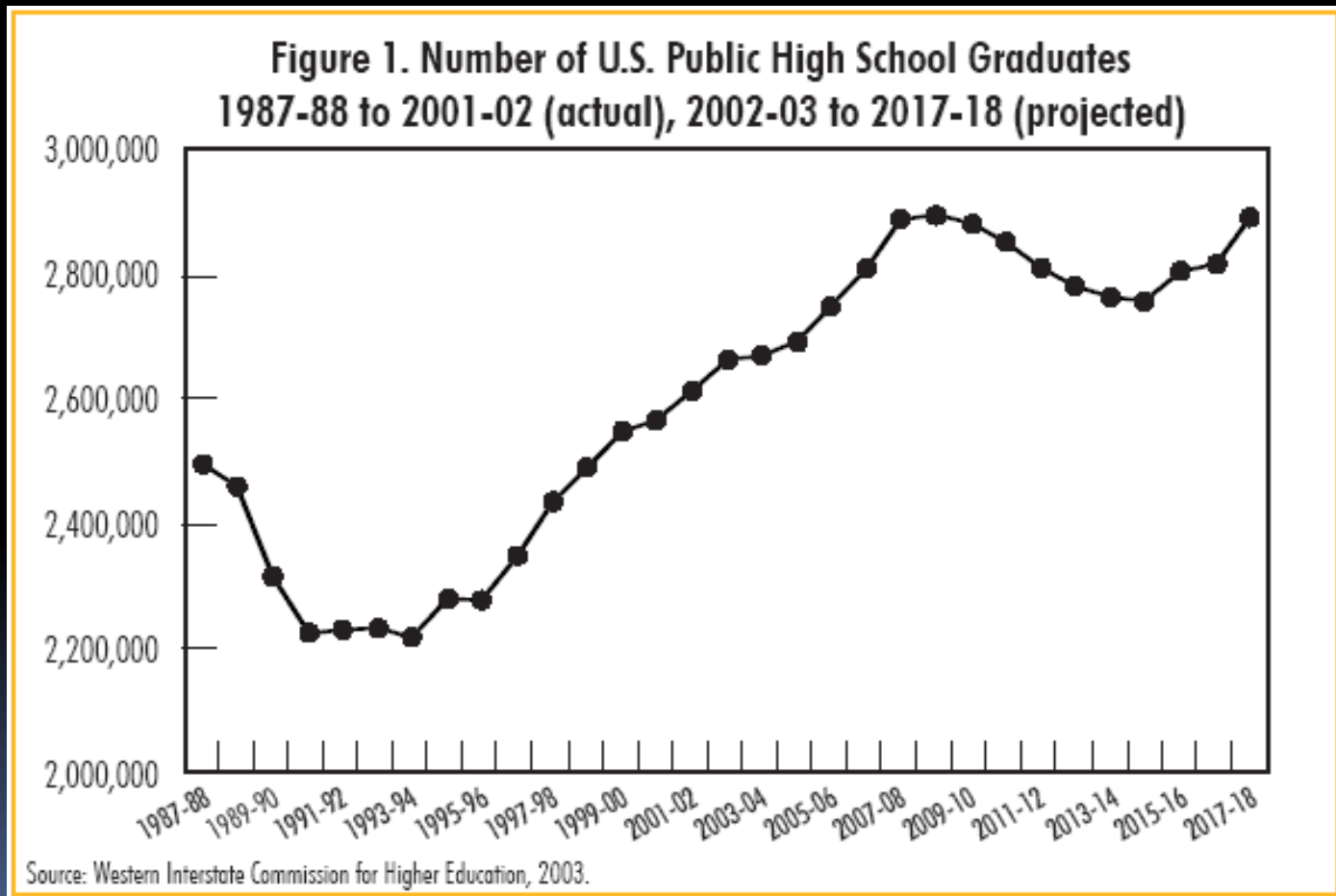
Bob Bontrager

Director of the Strategic Enrollment Management
Conference and AACRAO Consulting

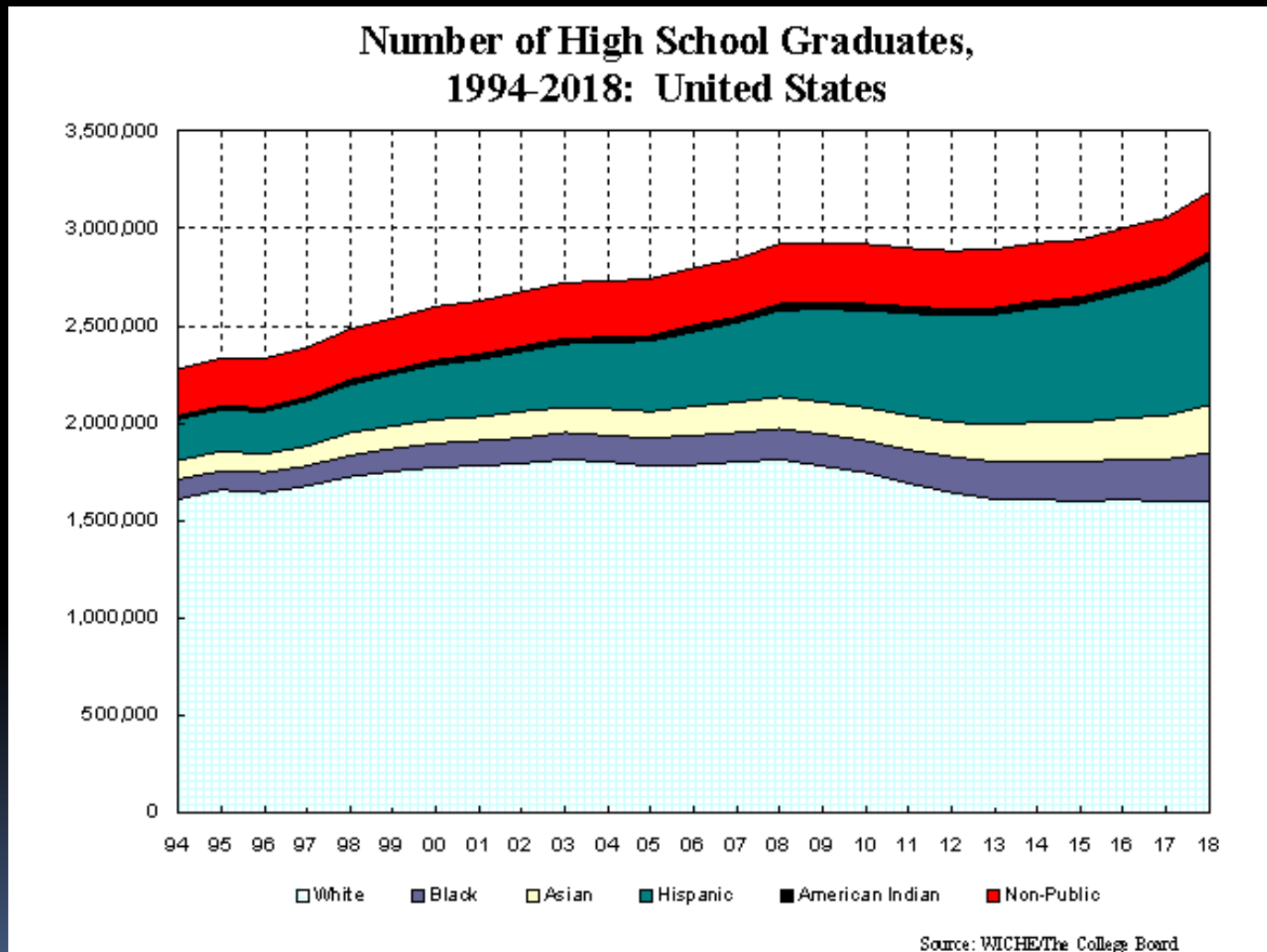
A Changing Context

- Demographics
- Economic Challenges
- Competing Priorities
- Thinking outside the box

Projected High School Graduates

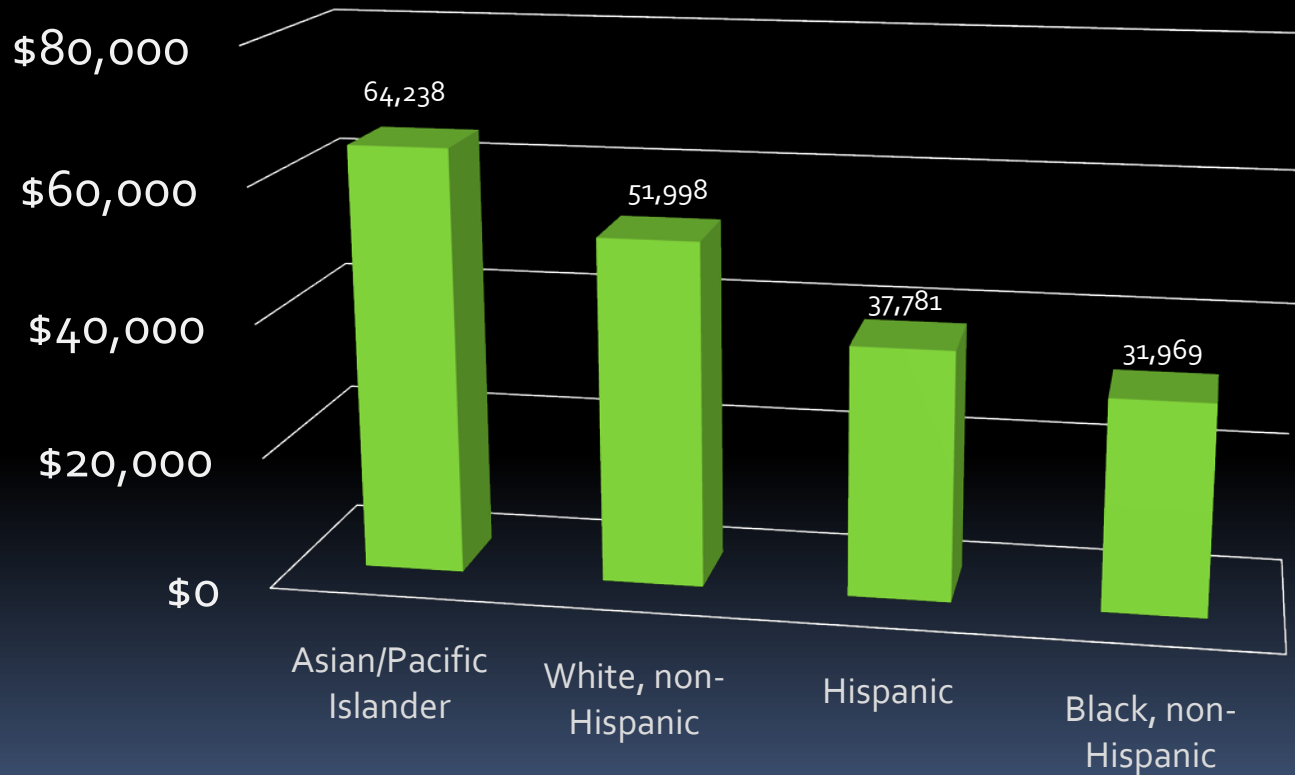


Changes in Race/Ethnicity: US



Income Variances

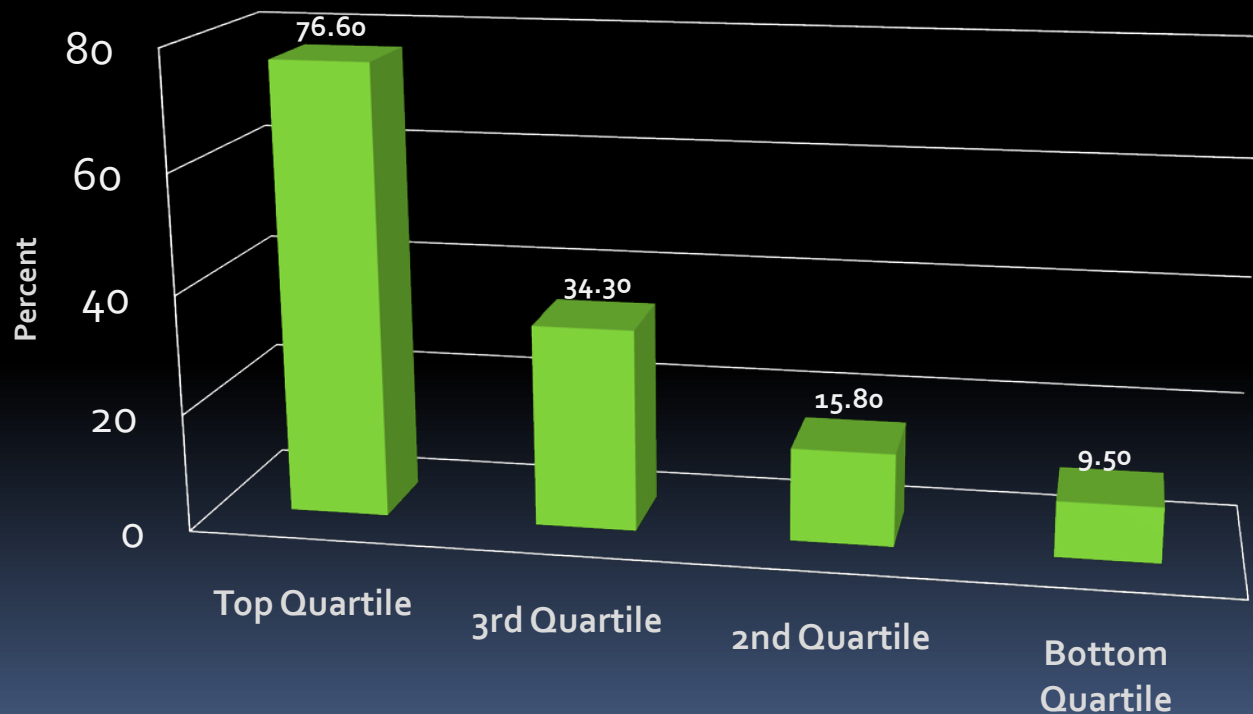
Median Family Income by Race and Ethnicity: 2006



US Census Data

Income and Attainment

Estimated Baccalaureate Degree Attainment by Age 24 by Family Income Quartile
2008



Postsecondary Educational Opportunity November, 2009

...higher education has functioned to divide and weaken the [United States] along the lines of inherited class privilege.”

Postsecondary Higher Education, June 2008

“...states may need to change their methods for funding colleges to reward institutions that educate large numbers of needy undergraduate students and focus less on research...the sort of shift that is likely to mean redistributing money away from institutions (elite flagships, for instance) that are accustomed to getting lots of it.”

Inside Higher Education, August 2008

Hossler Study, 2005

- Between 1980 and 2002, 16 **empirical** studies of institutional efforts to **improve persistence** published in mainline higher education journals
- Multiple studies reported positive effects from:
 - “Supported instruction targeted at courses in which many students evidenced poor levels of academic performance”
 - Transition/orientation/university 101 programs
 - Programs to enhance student-faculty interaction

Hossler Study, 2005

- Prevalence of the: *laundry list model*
 - Based on
 - student persistence research – usually testing theoretical models
 - the propositional literature, practitioner articles on what they believe **should** improve student persistence
 - A quick scan of campus reveals “*we are doing almost everything we should be doing to enhance student persistence. We have academic advising, we have orientation, we have career planning offices, we have learning communities, we have academic support centers, we have culture centers for students of color, and our faculty have frequent interactions with our students.*”

So What?

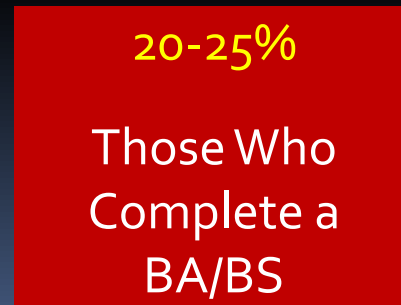
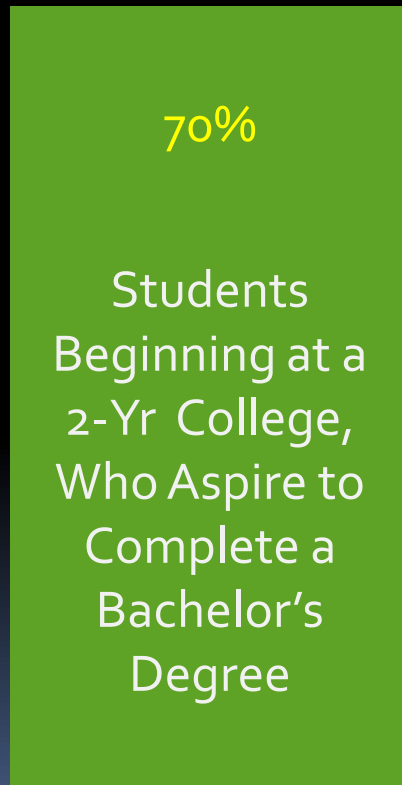
Example 1

The Degree Partnership Program

Student Attainment Gap

100% ———

0% ———



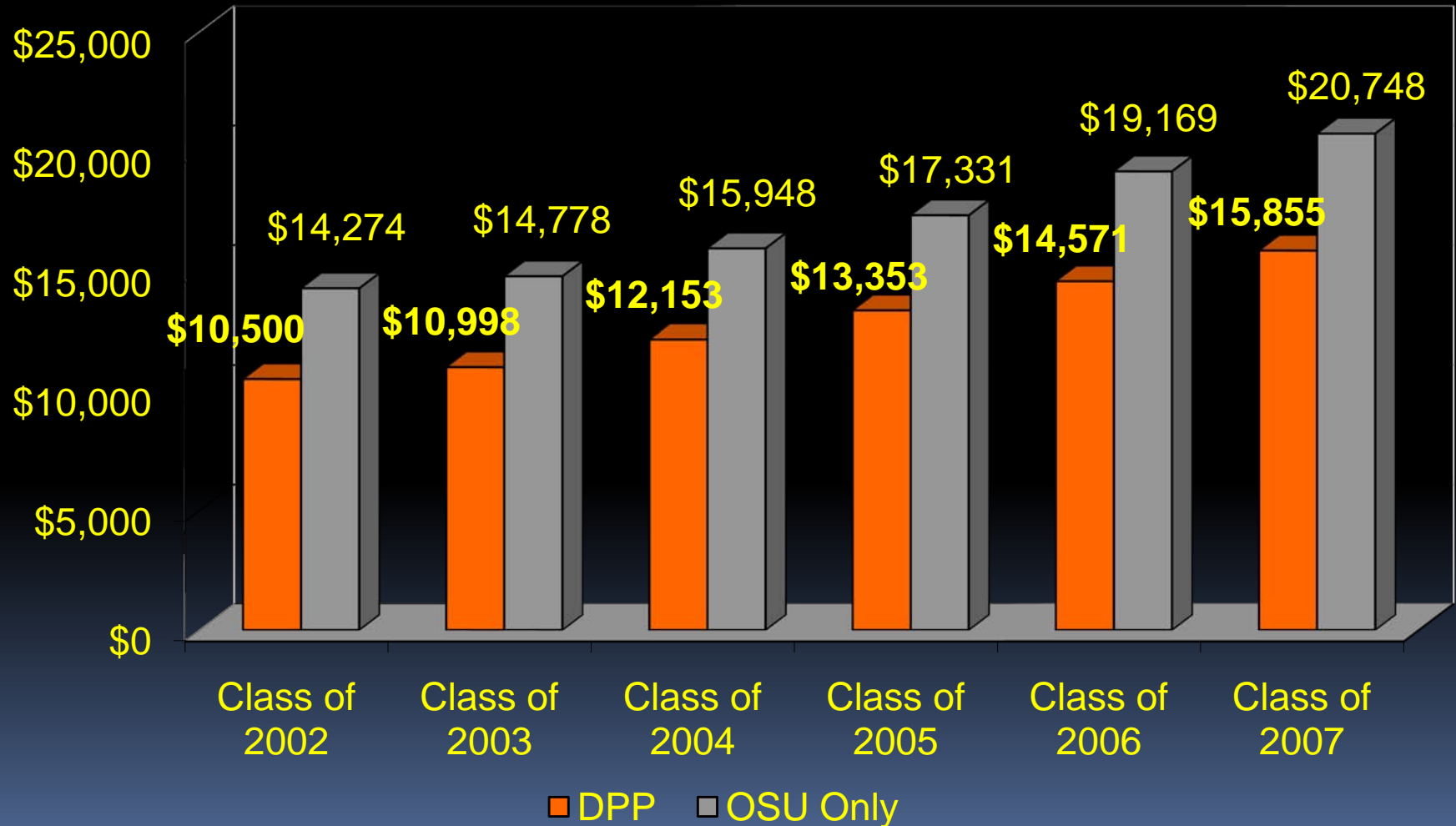
Filling
the
Gap



The Degree Partnership Program

- Single admission application and fee
- Automatic exchange of transcripts
- Coordinated financial aid
- Lower cost
- Better academic advising and articulation
 - Fewer “lost credits”
 - Reduced time-to-degree
- “Demystifying” the 4-year institution experience

Degree Partnership Program Tuition Difference



Outcomes

- Total students enrolled: 11,600
- DPP Applications as % of total:
LBCC: 25% OSU: 5%
- 6-year BA/BS Graduation Rate (LBCC)
Traditional transfer: 10% DPP: 49%
- OSU Graduates
 - *Over 3,500 students have graduated from OSU*
 - Traditional transfers: 3.07 CGPA, with avg. of 108 OSU credits
 - DPP Grads: 3.15 CGPA with avg. of 89 OSU credits

Leadership Example 2

Rethinking Admissions

Criteria:

Noncognitive Assessment

What is Noncognitive Assessment?

Noncognitive Variables

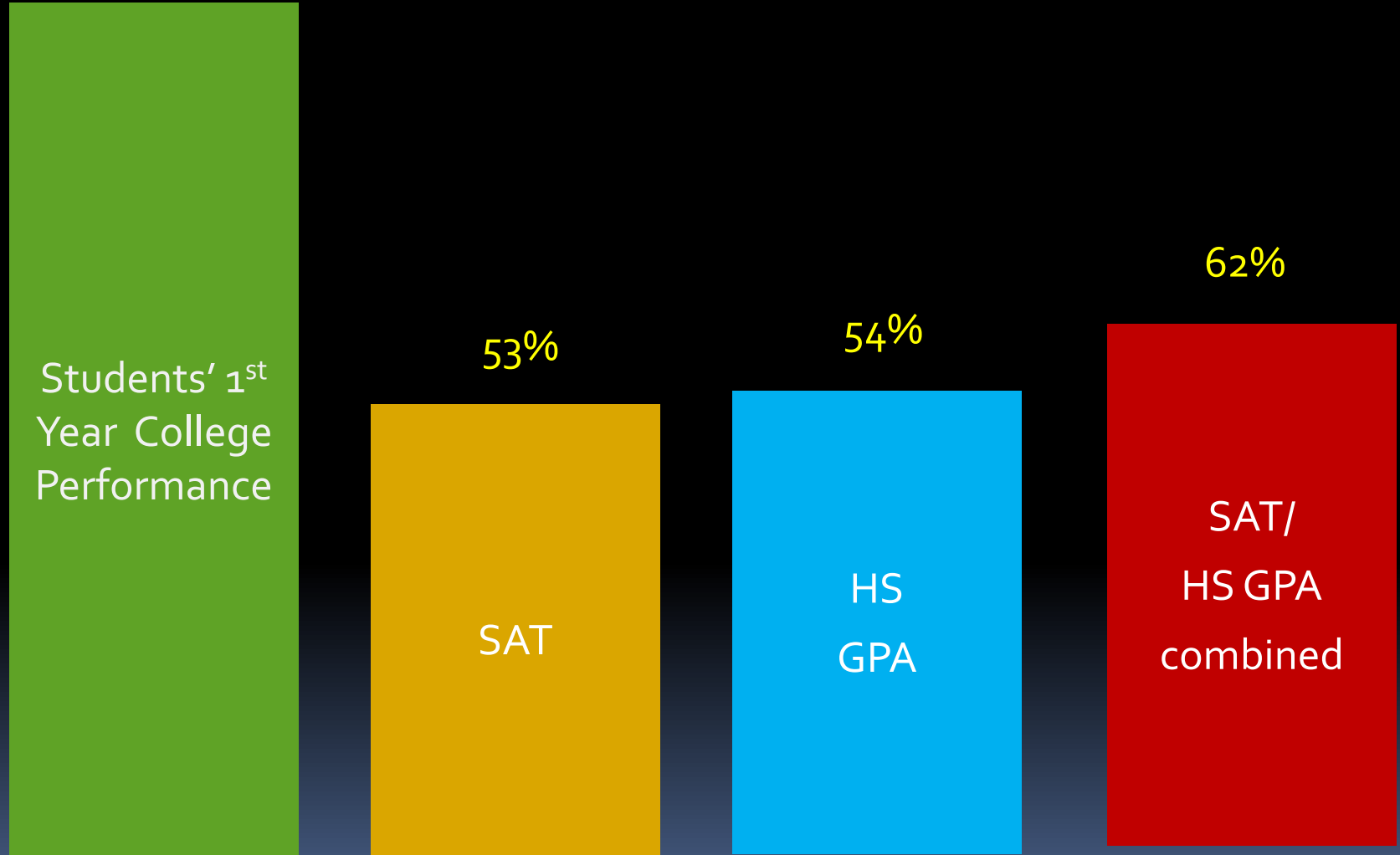
- Self- Concept
- Realistic Self- Appraisal
- Handling System/Racism
- Long- Range Goals
- Leadership
- Strong Support Person
- Community
- Nontraditional Learning

Dr. William Sedlacek

Why consider noncognitive assessment?

- Enrollment growth → selective admissions
- Limitations of traditional admission criteria
- Affirmative action challenges
- Data

Student Selection Gap



Insight Resume

- Community service

Explain what you have done to make your community a better place to live. Give examples of specific projects in which you have been involved over time.

- Handling systemic challenges

Describe your experiences facing or witnessing discrimination. Tell us how you responded and what you learned from those experiences and how they have prepared you to contribute to the OSU community.

- Goals/task commitment

Articulate the goals you have established for yourself and your efforts to accomplish these. Give at least one specific example that demonstrates your work ethic/diligence.

Insight Resume

- Leadership/group contributions

Describe examples of your leadership experience in which you have significantly influenced others, helped resolve disputes, or contributed to group efforts over time. Consider responsibilities to initiatives taken in or out of school.

- Knowledge in a field/creativity

Describe any of your special interests and how you have developed knowledge in these areas. Give examples of your creativity: the ability to see alternatives; take diverse perspectives; come up with many, varied, or original ideas; or willingness to try new things.

- Dealing with adversity

Describe the most significant challenge you have faced and the steps you have taken to address this challenge. Include whether you turned to anyone in facing that challenge, the role that person played, and what you learned about yourself.

Implementation

- Group of 30 scorers
 - Campus-wide representation
 - Intensive training
 - Read 20 IRs per hour
- Scoring
 - Range: 1-3
 - Scoring guide
- Loading scores into SIS
 - Scholarship awarding
 - Academic advising
- Quarterly feedback forums

Outcomes

- First year GPA: No correlation
- First- to second-year retention:
improved from 82% to 85%

Resources

Degree Partnership Program

"Enabling Student Swirl: A Community College/University Dual Enrollment Program", *College & University*, Spring 2005.

Noncognitive Assessment

<http://williamsedlacek.info/publications.html>

Comments / Questions?

Thank You!!

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