Outside the Box Retention Strategies

EPI Retention Conference 2010
Chicago

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A Changing Context

- Demographics
- Economic Challenges
- Competing Priorities
- Thinking outside the box
Projected High School Graduates

Figure 1. Number of U.S. Public High School Graduates
1987-88 to 2001-02 (actual), 2002-03 to 2017-18 (projected)

Changes in Race/Ethnicity: US

Number of High School Graduates, 1994-2018: United States

Source: WICHE/The College Board
Income Variances

Median Family Income by Race and Ethnicity: 2006

- **Asian/Pacific Islander**: $64,238
- **White, non-Hispanic**: $51,998
- **Hispanic**: $37,781
- **Black, non-Hispanic**: $31,969

US Census Data
Income and Attainment

Estimated Baccalaureate Degree Attainment by Age 24 by Family Income Quartile

2008

<table>
<thead>
<tr>
<th>Quartile</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Quartile</td>
<td>76.60</td>
</tr>
<tr>
<td>3rd Quartile</td>
<td>34.30</td>
</tr>
<tr>
<td>2nd Quartile</td>
<td>15.80</td>
</tr>
<tr>
<td>Bottom Quartile</td>
<td>9.50</td>
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</table>
...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

70% Students Beginning at a 2-Yr College, Who Aspire to Complete a Bachelor’s Degree

20-25% Those Who Complete a BA/BS

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

<table>
<thead>
<tr>
<th>Class of</th>
<th>DPP</th>
<th>OSU Only</th>
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<tbody>
<tr>
<td>2002</td>
<td>$10,500</td>
<td>$14,274</td>
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<tr>
<td>2003</td>
<td>$10,998</td>
<td>$14,778</td>
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<tr>
<td>2004</td>
<td>$12,153</td>
<td>$15,948</td>
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<tr>
<td>2005</td>
<td>$13,353</td>
<td>$17,331</td>
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<td>2006</td>
<td>$14,571</td>
<td>$19,169</td>
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<tr>
<td>2007</td>
<td>$15,855</td>
<td>$20,748</td>
</tr>
</tbody>
</table>

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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

Students’ 1st Year College Performance

53% SAT

54% HS GPA

62% SAT/HS GPA combined
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://williamsedlacak.info/publications.html
Comments / Questions?
Thank You!!

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