

Improving Retention: Assessment Data and Reporting that Supports Enrollment Management

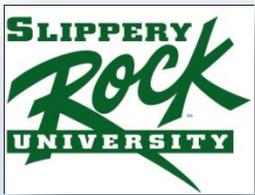
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Session Outline

- **The presentation will follow this format:**
 - **Part 1:** Discuss the role that institutional research can play in retention and how they can support Enrollment Management offices.
 - **Part 2:** Using MAP-Works in our Enrollment Management office to support one-on-one interactions between faculty/staff and the students they serve.
 - **Part 3:** Examples of aggregate data focused on retention issues, report formats, and tips for reporting locations
 - **Part 4:** Open discussion and questions.



Institutional Research and Enrollment Management

Amanda Yale

Primer for Institutional Research

Edited by William E. Knight

Chapter 5 - Enrollment Management

Authors: Richard J. Kroc and Gary Hanson

In their discussion of enrollment management, Rick Kroc and Gary Hanson provide an overview of student recruitment, including the educational pipeline, enrollment projections, and financial aid; student flow, including academic preparation, the curriculum, academic and student support programs, graduation and retention rates, and issues beyond graduation, and support for enrollment management; including organizational structures, necessary IR technical and analytical skills, data sources, and communicating results of enrollment management studies. They conclude with a consideration of the future of enrollment management.

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| | |
|---------------------------------------|--------------------------------------|
| Student Recruitment | Formative or Process Evaluation |
| The Educational Pipeline | Summative or Outcome Evaluation |
| Understanding Student Choice | Descriptive Data |
| Yield Rates | Multivariate Analyses |
| Enrollment Projections | Qualitative Methods |
| Financial Aid | Peer Data |
| Understanding the Issues and Data | Beyond Graduation |
| Student Flow | Supporting Enrollment Management |
| Academic Preparation | Organizing for Enrollment Management |
| Selecting Students | Organizational Structures |
| Placing Students | Technical and Analytic Skills |
| Other Academic Assets | Factual Knowledge |
| The Curriculum | Methodological Skills |
| Types of Studies | Data Sources |
| Campus Climate | Peer Data and Performance Indicators |
| Academic and Student Support Programs | Organizing Data |
| Graduation and Retention Rates | Communicating Results |

Institutional Research and Enrollment Management

- An institution's office of institutional research plays a key role in strategically managing enrollment.
 - The more enrollment management professionals know about the characteristics, attitudes, and values of prospective students, the better able they are to design effective recruitment and retention programs.
 - Persistence studies conducted by institutional researchers can inform strategies to enhance the success of first-year students.
 - Institutional research professionals can examine the impact of various forms of student financial assistance and scholarships on matriculation decisions and the academic success.
 - Institutional research professionals can inform enrollment management professionals on geo-demographic data, academic program enrollment factors, course planning factors, faculty productivity, etc.

Read more: [Enrollment Management in Higher Education - Defining Enrollment Management, Key Offices and Tasks in Enrollment Management, Organizational Models](http://education.stateuniversity.com/pages/1959/Enrollment-Management-in-Higher-Education.html#ixzz0oZcjQ5Ug) <http://education.stateuniversity.com/pages/1959/Enrollment-Management-in-Higher-Education.html#ixzz0oZcjQ5Ug>

Relationship of IR to EM

Hossler modified his 1986 definition of enrollment management in 1991, stating that “it is an organizational concept and a systematic set of activities designed to enable educational institutions to exert more influence on their enrollments. Organized by strategic planning and **supported by institutional research**, enrollment management activities concern student college choice, transition to college, student attrition and retention, and student outcomes.” (Hossler 1991)

“Enrollment management is the coordinated effort of a college or university to influence the size and characteristics of the institution’s student body... enrollment is “managed” through a variety of strategies including admissions, pricing, financial aid, and advising. **Well designed and well executed institutional research is the key to successful enrollment management.**” --Craig Clagett

One Role of IR and EM

Institutionalize the use of data and evidence and
data-driven decision making

Promoting the importance and
use of institutional research

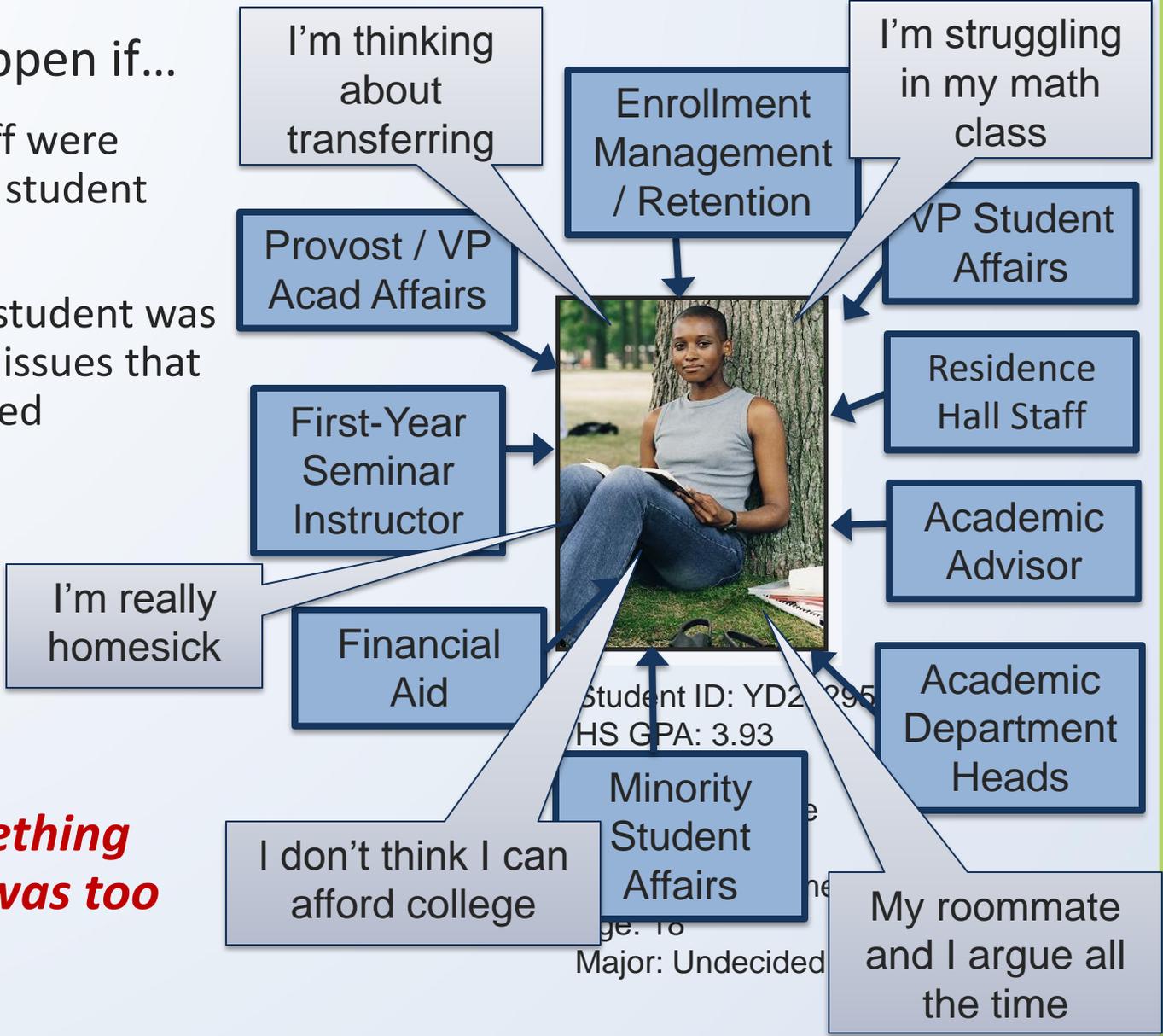
What gets measured, gets valued

What is MAP-Works?



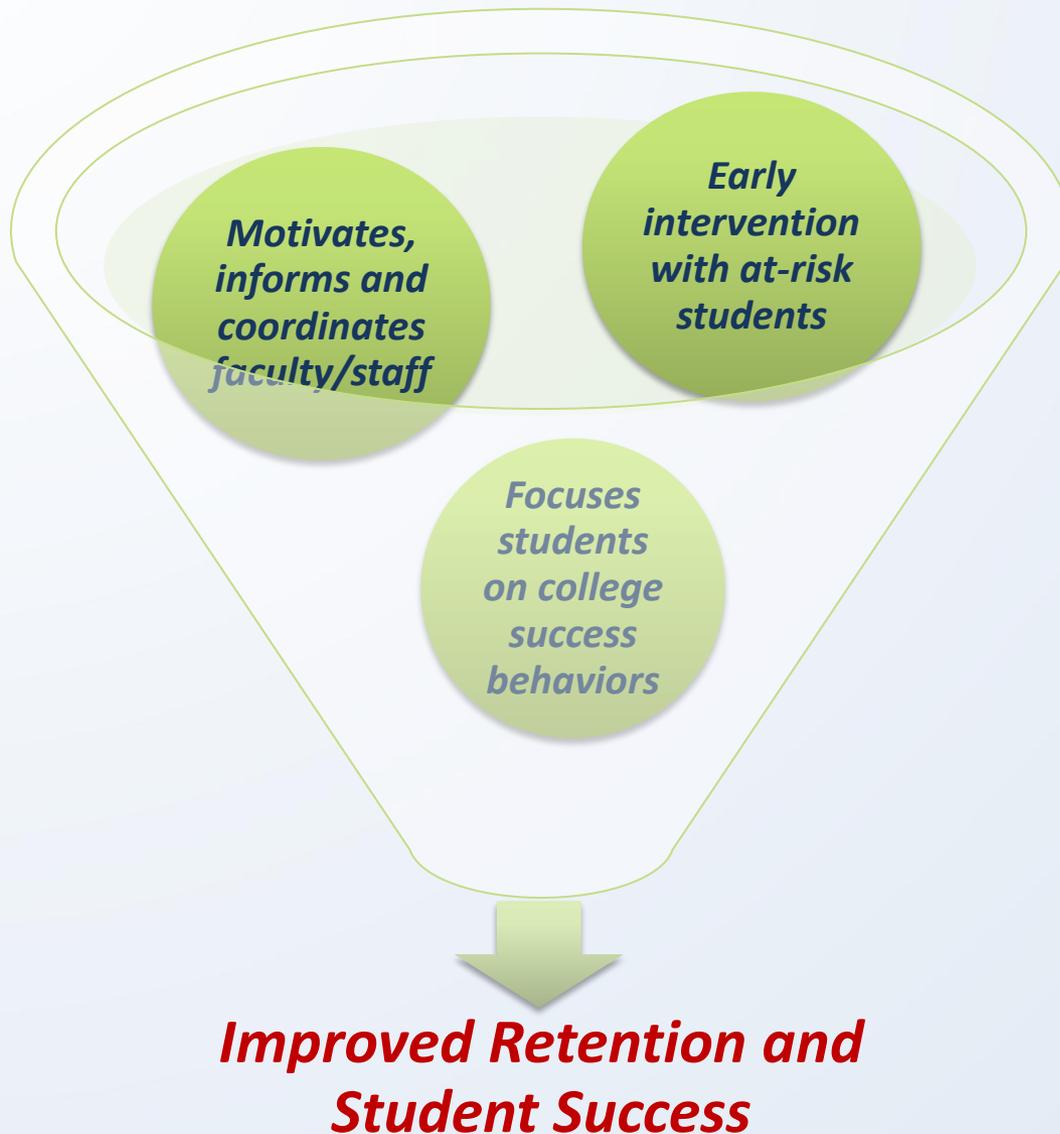
Paradigm Shift

- What would happen if...
 - ALL faculty/staff were responsible for student success?
 - You knew that student was struggling with issues that could be resolved



Could you do something about it before it was too late?

MAP-Works Outcomes



- **Retention:** Minimize percentage of capable students who leave your campus due to issues that could have been addressed
- **Student Success:** Identify discrepancies between student expectations and the academic and social behaviors necessary to succeed.



Connect Students to Faculty/Staff



Multicultural Affairs Staff



Athletics & Coaches



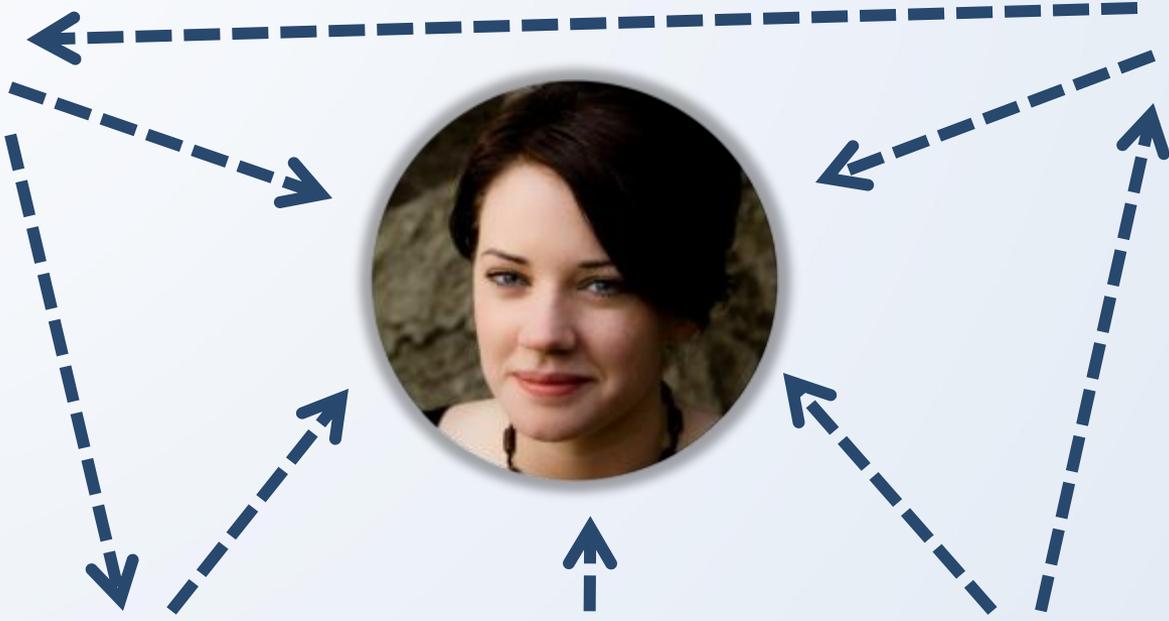
Seminar Instructors



Advisors



Residence Hall Staff



Quickly Find Students At-Risk

The screenshot displays the MAP-Works software interface. At the top, the logo for 'EDUCATIONAL FOCI RESEARCHING' and 'MAP-Works' are visible. Below the navigation bar, the 'Student Tracking' section is active, showing a survey titled 'MAP-Works: First-Year Transition (Four-Year)'. A central callout box with the text 'Identify, Coordinate, Contact, Record' has arrows pointing to various columns in the table below. The table lists student names and their corresponding data points. A second callout box with the text 'Drill down into Jessica's report' has an arrow pointing to the 'Intent To Leave' column for the first student, Jessica Anderson.

Identify, Coordinate, Contact, Record

| Name | MAP-Works Report Indicator | Intent To Leave | Survey Response Date | Review Status | Follow-Up Status | Quick Log Activity | Log Activity | Activity Count | Last Activity Logged | Last Activity | Primary |
|--|----------------------------|-----------------|----------------------|---------------|------------------|--------------------|--------------|----------------|----------------------|------------------|------------------|
| <input type="checkbox"/> Anderson, Jessica | ⊖ | ⊖ | | | | | log | 2 | 7/7/2009 1:54 PM | Robbins, Mary | Bergey, Cherice |
| <input type="checkbox"/> Barcome, Rachel | ⊖ | ⊖ | | | | | log | 23 | 10/8/2009 11:43 AM | Robbins, Mary | Bergey, Cherice |
| <input type="checkbox"/> Brandt, Dustin | ⊖ | ⊖ | | | | | log | 2 | 10/14/2009 2:47 PM | Nett, Candace | McDonald, Darren |
| <input type="checkbox"/> Brown, Shenell | ⊖ | ⊖ | 9/12 | ✔ | 9/3/2009 | log | log | 2 | 10/14/2009 2:40 PM | McDonald, Darren | McDonald, Darren |
| <input type="checkbox"/> Cordova, Kevin | ⊖ | ⊖ | 9/12 | ✔ | 5/10/2009 | log | log | 2 | 10/14/2009 2:47 PM | Nett, Candace | McDonald, Darren |
| <input type="checkbox"/> Gatlin, Travis | ⊖ | ⊖ | 9/12 | ✔ | 5/29/2009 | log | log | 2 | 7/6/2009 9:49 AM | McDonald, Darren | Bergey, Cherice |
| <input type="checkbox"/> Grabner, Melvin | ⊖ | ⊖ | 9/8 | □ | Not Set | log | log | 4 | 10/14/2009 2:48 PM | Nett, Candace | McDonald, Darren |
| <input type="checkbox"/> Heater, Robert | ⊖ | ⊖ | 9/11 | ✔ | Not Needed | log | log | 2 | 10/14/2009 2:49 PM | Bergey, Cherice | McDonald, Darren |

Drill down into Jessica's report

View In-Depth Information on a Student

The screenshot displays the MAP-Works web application interface. At the top, there is a navigation bar with the 'EDUCATIONAL FBI BENCHMARKING' logo on the left and the 'MAP-Works' logo on the right. Below the navigation bar is a menu with icons for Home, Student Tracking, Individual Student, Contacts/Notes/Alerts, Static Lists, All Students, Administration, Support, and Info. A welcome message for a Technical Administrator is visible. The main content area is titled 'Individual Student' and features a search bar for finding a student by name, email, or student ID. A list of students is shown on the left, with 'Anderson, Jessica' highlighted. The main profile for Jessica Anderson (ID: 20104019) is displayed, showing a 'Survey(s)' tab for 'MAP-Works: First-Year Transition (Four-Year Institutions)'. Below this, a 'Dashboard' section contains two key indicators: a 'MAP-Works Risk Indicator' (red) and an 'Intent to Leave' indicator (red). A callout box points to the red risk indicator, stating: 'Jessica has a red MAP-Works Risk Indicator and she self-reports that she intends to leave after this term'. Below the dashboard, there are 'Success Markers' for Academic and Socio-Emotional performance, each with a progress gauge and a list of sub-indicators.

EDUCATIONAL FBI BENCHMARKING

MAP-Works

Home Student Tracking Individual Student Contacts/Notes/Alerts Static Lists All Students Administration Support Info

Welcome, Technical Administrator | Your Institution | Sign Out | My Profile

Individual Student

Find A Student

go

(name, email, studentID)

Static List

All My Direct-Connect Students

Students (hide)

- Anderson, Jana
- Anderson, Jennifer
- Anderson, Jessica**
- Anderson, Kelly
- Anderson, Kyle
- Anderson, Maggi
- Anderson, Marycelith
- Anderson, Nadalie
- Anderson, Robert
- Anderson, Scott

: Inactive

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Anderson, Jessica

ID: 20104019

Survey(s) Student Details Outcomes

Survey: MAP-Works: First-Year Transition (Four-Year Institutions) 2009

Dashboard Factors Dashboard Details Institution Questions Student Report

MAP-Works Risk Indicator

Student is potentially at risk for leaving the institution or having poor academic performance.

Intent to Leave

Student self-reported he/she is seriously considering not returning next term.

Success Markers

Academic

Academic Integration

Number of Courses Struggling

Socio-Emotional

Social Integration

Commitment to the Institution

Identify Potential Reasons for Struggle

Anderson, Robert
Anderson, Scott
: Inactive
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Success Markers

Academic

- Academic Integration
- Number of Courses Struggling
- Academic Self-Efficacy
- Expected Grades this Term
- Communication Skills
- Analytical Skills
- Commitment to Earning a Degree



Pre-College Measures

- Number of AP/College Credit Classes
- High School Grades (Self-Reported)
- SAT Verbal
- SAT Math
- ACT Composite
- COMPASS
- Number of Credit Hours Enrolled
- Parents/Guardians Educational Level



Financial Means

- Ability to Pay Tuition/Fees
- Leave School Due to Financial Issues



Socio-Emotional

- Social Integration
- Commitment to the Institution
- Satisfaction with Institution
- Homesickness: Distressed
- Peer Connections
- On-Campus Living
- On-Campus Roommate Relationship
- Level of Stress



Behavioral Activities

- Basic
- Advanced
- Number
- Class Attendance
- Campus Involvement
- Self-Discipline
- Time Management

Jessica is struggling with social transition issues!

Jessica is a strong student academically – not a student who would be identified as “at-risk” by most schools’ models

Jessica should also be referred to the Financial Aid office

Transfer Students

Behaviors Impact Performance

CORE ACADEMIC BEHAVIORS

YOUR EXPECTED GPA
Mostly A's

Turn by Turn Directions
Jessica's Core Academic Behaviors

- 1) Attends class **Potential Issues?** ▲
- 2) Pays attention in class **Potential Issues?**
- 3) Takes good notes in class **Potential Issues?** ▼

Traveler's Status:
Likelihood of good GPA

Potential Issues?

Travelers' Advisory

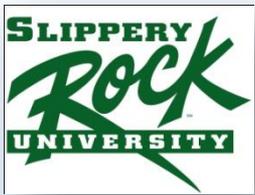
Travelers' Tips

SECTION COMPLETE

PREVIOUS SECTION REPLAY SECTION NEXT SECTION

Next Stop: Advanced Academic Behaviors...

PROGRESS



Slippery Rock University and MAP-Works

Amanda Yale

Slippery Rock University



- Public institution - PASSHE
- Enrollment - 8,548
- First Year – 1550
 - 50% first generation (MAP-Works)
 - 85% receive financial aid
 - 81% first to second year retention

Map-Works

Two Years of Data

- About 90% completed survey each year
- About 70% completed check-up survey
- About 50% completed end of year check-up survey

MAP-Works at SRU

- In Fall 2008, Slippery Rock University committed to participation with MAP-Works to identify first year students who are in need of greater support in achieving their academic and personal goals (FOE Project Recommendation).
- Two years of data and evidence on our freshman and one year on transfers
- Our goal was focused on assisting faculty and staff in working with our first year students early in their initial semester on campus to address related to their college transition.
- “Stop doing” SAPA – Student Attendance Performance Adjustment – In place since early 1990’s.
- Information in MAP-Works is viewed as useful and valuable in creating strategic interventions with our students

Coordination and Participation

- Administrative Coordination & Training
 - **Office of Retention Services**
- Primary Participating Partners
 - Office of Retention Services
 - FYRST Seminar Faculty
 - Residence Life Staff
- Outreach Partners
 - Office of Intercultural Programs
 - Tutorial Center
 - Office of Student Leadership
 - Honors Program
 - Athletics

How SRU Used MAP-Works Information

- Administered via FYRST Seminar
- Identified students at risk of a poor transition experience (either socially or academically)
 - Challenges with studying/time management
 - Experiencing transition issues like making friends, adjusting to the academic work load, or adjusting to living in a residence hall
 - Who desire to be involved in student activities or leadership opportunities
- Linked students easily to campus resources
- Facilitated communication with other faculty/staff directly connected to this student to coordinate efforts
- Updated information on individual students throughout the academic year via Check-Up Surveys (Mid-term and Second Semester)
- Learn about characteristics of first year students

Sample of Interventions: What did we learn?

- Retention Services:
 - Non-respondents
 - Specific questions with individual students (ex. transfer out)
 - Red zone on specific questions with individual student related to need for resources
 - Class Attendance
- Tutoring Center:
 - Specific courses in which students were struggling
 - Communications with students who are struggling
- Residence Life
 - Community Assistants intervened with students at-risk (red and yellow zone) – homesickness, roommates, and living environment
- FYRST Seminar Faculty
 - Encouraged completion of survey via FYRST Seminar
 - Used in course presentations
 - Intervened where appropriate with individual students
- Athletics
 - Coaches intervened with students



MAP-Works
Making Achievement Possible

Planning

Closing the Assessment Loop

Implementation

Assessment

Application of Assessment

Using the Assessment Findings

Q074. Advanced Academic Behaviors - To what degree are you the kind of person who: Participates in class



| | N | % of Total |
|----------------------|-----|------------|
| (1) Not at all | 20 | 1.5% |
| (2) | 64 | 4.7% |
| (3) | 124 | 9.1% |
| (4) Half of the time | 318 | 23.3% |
| (5) | 323 | 23.7% |
| (6) | 360 | 26.4% |
| (7) Always | 156 | 11.4% |

% Resp = 99.4%
N = 1365
Mean = 4.88
Std Dev = 1.40

Q075. Advanced Academic Behaviors - To what degree are you the kind of person who: Meets with the instructor during office hours



| | N | % of Total |
|----------------------|-----|------------|
| (1) Not at all | 244 | 18.1% |
| (2) | 286 | 21.2% |
| (3) | 276 | 20.5% |
| (4) Half of the time | 243 | 18.0% |
| (5) | 171 | 12.7% |
| (6) | 94 | 7.0% |
| (7) Always | 34 | 2.5% |

% Resp = 98.2%
N = 1348
Mean = 3.17
Std Dev = 1.62

Q076. Advanced Academic Behaviors - To what degree are you the kind of person who: Communicates with instructor outside of office hours



| | N | % of Total |
|----------------------|-----|------------|
| (1) Not at all | 259 | 19.2% |
| (2) | 266 | 19.7% |
| (3) | 264 | 19.6% |
| (4) Half of the time | 237 | 17.6% |
| (5) | 170 | 12.6% |
| (6) | 102 | 7.6% |
| (7) Always | 50 | 3.7% |

% Resp = 98.2%
N = 1348
Mean = 3.22
Std Dev = 1.69

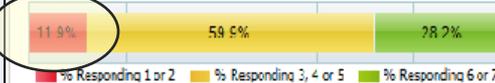
Q077. Advanced Academic Behaviors - To what degree are you the kind of person who: Studies in a place where you can avoid distractions



| | N | % of Total |
|----------------------|-----|------------|
| (1) Not at all | 32 | 2.4% |
| (2) | 53 | 3.9% |
| (3) | 94 | 6.9% |
| (4) Half of the time | 292 | 21.5% |
| (5) | 278 | 20.5% |
| (6) | 388 | 28.6% |
| (7) Always | 222 | 16.3% |

% Resp = 99.0%
N = 1359
Mean = 5.05
Std Dev = 1.47

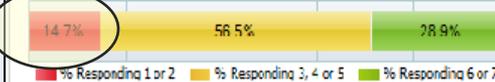
Q078. Advanced Academic Behaviors - To what degree are you the kind of person who: Studies on a regular schedule



| | N | % of Total |
|----------------------|-----|------------|
| (1) Not at all | 57 | 4.2% |
| (2) | 105 | 7.7% |
| (3) | 166 | 12.2% |
| (4) Half of the time | 362 | 26.6% |
| (5) | 289 | 21.2% |
| (6) | 252 | 18.5% |
| (7) Always | 132 | 9.7% |

% Resp = 99.3%
N = 1363
Mean = 4.47
Std Dev = 1.55

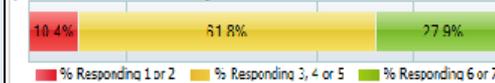
Q079. Advanced Academic Behaviors - To what degree are you the kind of person who: Studies in blocks of time greater than one hour



| | N | % of Total |
|----------------------|-----|------------|
| (1) Not at all | 83 | 6.1% |
| (2) | 117 | 8.6% |
| (3) | 184 | 13.5% |
| (4) Half of the time | 330 | 24.2% |
| (5) | 255 | 18.7% |
| (6) | 257 | 18.9% |
| (7) Always | 136 | 10.0% |

% Resp = 99.2%
N = 1362
Mean = 4.37
Std Dev = 1.65

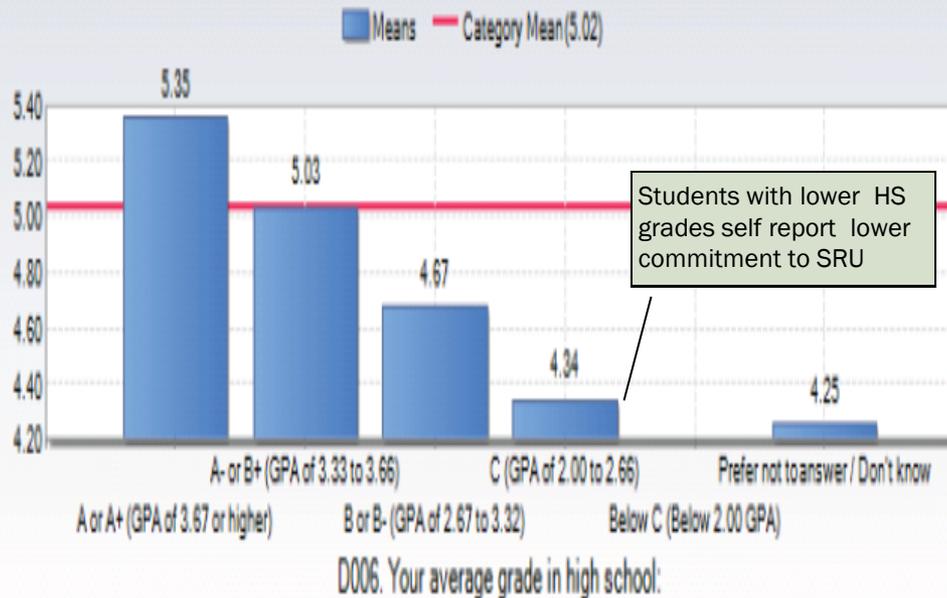
Q080. Advanced Academic Behaviors - To what degree are you the kind of person who: Studies during your most productive hours each day



| | N | % of Total |
|----------------------|-----|------------|
| (1) Not at all | 46 | 3.4% |
| (2) | 94 | 7.0% |
| (3) | 168 | 12.4% |
| (4) Half of the time | 375 | 27.7% |
| (5) | 292 | 21.6% |
| (6) | 263 | 19.5% |
| (7) Always | 114 | 8.4% |

% Resp = 98.5%
N = 1352
Mean = 4.49
Std Dev = 1.49

Factor 4. Self-Assessment: Time Management



D006. Your average grade in high school:

| | A or A+ (GPA of 3.67 or higher) | A- or B+ (GPA of 3.33 to 3.66) | B or B- (GPA of 2.67 to 3.32) | C (GPA of 2.00 to 2.66) | Below C (Below 2.00 GPA) | Prefer not to answer / Don't know |
|-----------|---------------------------------|--------------------------------|-------------------------------|-------------------------|--------------------------|-----------------------------------|
| Mean = | 5.35 | 5.03 | 4.67 | 4.34 | NR | 4.25 |
| Std Dev = | 1.05 | 1.10 | 1.11 | 1.19 | 0.00 | 1.34 |
| N = | 428 | 558 | 349 | 25 | 1 | 8 |

Lower entering h.s. grades

Perceived greatest challenge in transition

First Generation

First choice of institution

Transfer intention

Number of courses / struggling

Time on social networking

Living on-off campus

Class attendance

Lower overall grade expectations

Undecided on a major

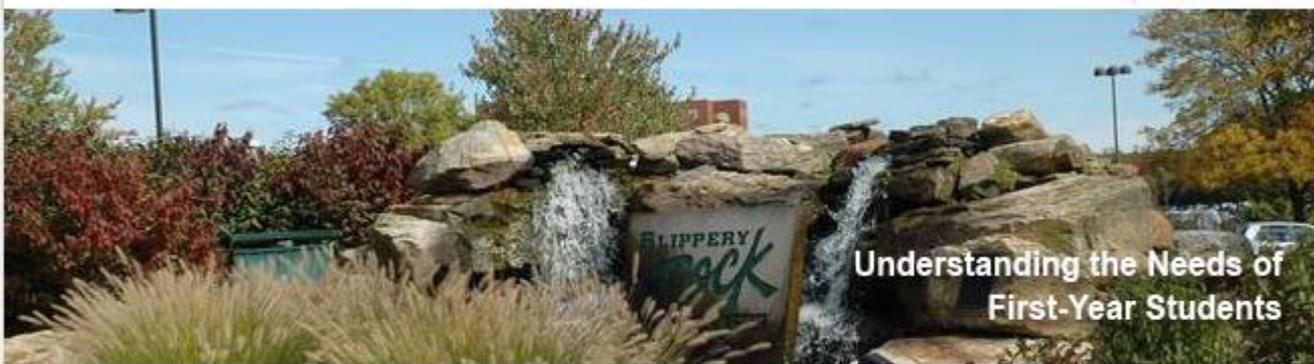
What would we do differently in the future?

- Pilot with transfer students
- Provide more training on specific intervention examples for community assistants
- Involve FYRST Seminar peer leaders more actively with student interventions
- Include a pilot group of faculty advisors via academic departments
- Additional segmented groups – Exploratory students
- Possible interest in sophomore level

Created a Web Site on First Year Student Assessments

http://fyrst.sru.edu/FYE_Assessment/

First Year Experience - (FYE) Surveys & Assessments



Understanding the Needs of First-Year Students

ges - 54% apply to three or more colleges - 40% live within 50 miles of SRU - 60% plan to

MAP-Works.

MAP-Works is an assessment system designed to enhance a student's ability to make a successful transition to college. MAP-Works enables student success by providing customized, relevant information to students and by alerting faculty/staff so that they can initiate proactive intervention to reduce a student's risk of failure and to help students get the most out of their college experience.

- :: [Summary Presentation](#)
- :: [Mapworks Summary Report](#)
- :: [Map-Works Training](#)
- :: [MAP-Works for Peer Leaders](#)

More Information:
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Some reports on this site are SRU

FYI Survey (FYRST Seminar)

Learn About FYI

FYI Survey institutional satisfaction ratings were significantly higher for Slippery Rock University students on ALL questions which comprise this factor as compared to each of the comparison groups (Select 6, Carnegie Class, All Institutions). The statements of satisfaction with the university include the following statements:

- :: Student would recommend this University to a friend;
- :: Student wants to return to this University for next term;
- :: Student's college experience was a positive experience;
- :: Student's college experience was a high-quality learning experience; and
- :: Comparing expense with the quality of education: Value of the investment made in the education at Slippery Rock University.

Freshman Survey - Full Report



Top 6 reasons for selecting SRU

- :: **Very good academic reputation** - 60%
- :: **College's graduates get good jobs** - 52%
- :: **Cost of attending this college** - 48%
- :: **A visit to campus** - 45%
- :: **Size of SRU** - 41%
- :: **Good reputation for social activities** - 36%



Academic expectations are at an all-time high

- :: 63.1% - plan to continue their education

Final Word

Cost for SRU - \$25,000

If SRU retains 23.1 more students

Tuition and fees \$160,177.71

Retention first to second semester

2007- 91.7%; 2008-93.4%; 2009-94.2%

Retention first to second year

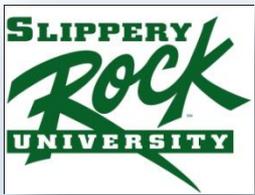
2007-79%; 2008-81%; 2009- 82%-83%

Slippery Rock University

2008 First-Time Degree Seekers

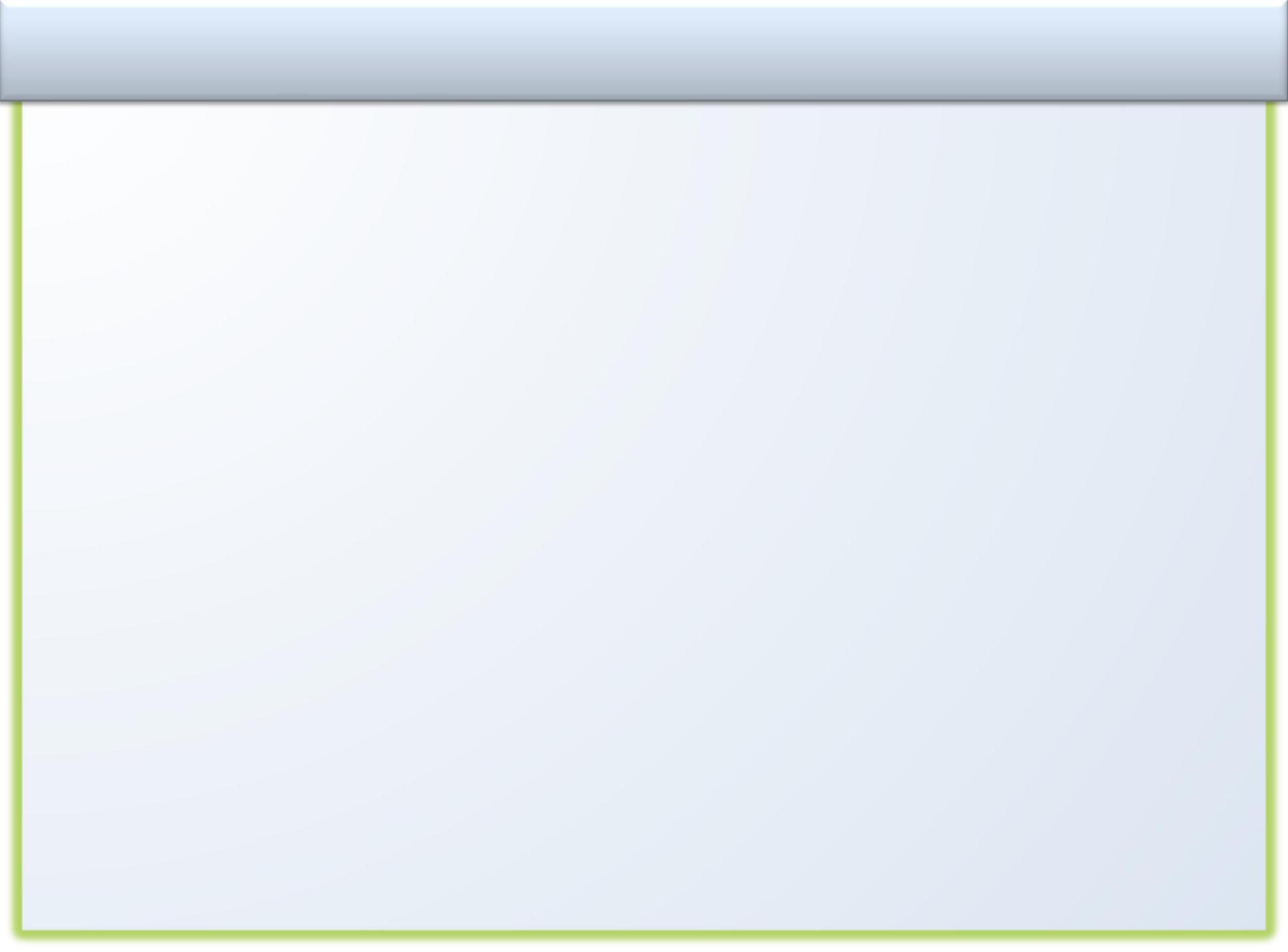
|  | Fall to Spring Persistence | Persistence Rate |
|---|----------------------------|------------------|
| Without | 2007 to 2008 | 91.7% |
| With | 2008 to 2009 | 93.4% |
| 1 Term Improvement: | | 1.7% |

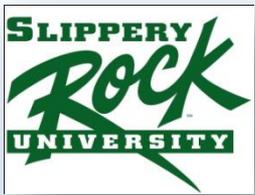
That's an additional \$160,000 per semester for those 23 students!



Focus on Aggregate Data and Retention

Rebecca Pierce





Discussion / Questions

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